DOCUMENT RESUME

ED 159 824 08 CE 017 814

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TITLE Orientation to Health Aide Careers Mini-Course & Sanitarian Aide Course.
INSTITUTION Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO 498AH60107
PUB DATE Mar 78
GRANT G007604314
NOTE 189p.; For related documents see CE 017 808-814

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS Adult Vocational Education; Behavioral Objectives; *Correctional Education; Criterion Referenced Tests; Curriculum Guides; *Health Occupations Education; Job Skills; *Learning Activities; Learning Modules; Occupational Information; *Sanitation; Womens Education

ABSTRACT

Designed for use in a self-paced, open-entry/open-exit vocational training program for health sanitarian aide, this curriculum guide is one of six for teachers of adult women offenders from a correctional institution. For the teacher module topic outlines are presented on six topics: your career as a health aide, introduction to sanitarian aide, how to control infection, the importance of keeping it clean, taking care of your equipment, and sanitarian aide on-the-job experiences. For each topical area the concept, performance objectives, generalizations, occupational competencies, suggested learning activities, and criterion-referenced measures are listed. A job description and career ladder are included. Programed learning packages for student use and a prototype student training plan for simulated and/or on-the-job experience are appended. (The final report of the project to develop and field test the six guides is CE 017 808).
(Author/JH)

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ORIENTATION TO HEALTH AIDE CAREERS MINI-COURSE

&

SANITARIAN AIDE COURSE

Kathy Novak

Ruth Harris

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Suzanne Gibson, Editor

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CE 017 814

Division of Vocational and Technical Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

March 1978

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ORIENTATION TO HEALTH AIDE CAREERS

MINI-COURSE

FOREWORD

This mini-course was designed to serve as an introduction to the health aide training program. The mini-course is presented in a module format to be conducted by group instruction. Trainees are to be highly encouraged to explore their desired life style in relation to a career choice in the health profession. Only those trainees who express a genuine interest in the training program and demonstrate potential success with course objectives should be allowed to continue with the health aide program.

The "Instructional Objectives" listed for each module topic specify trainee performance to be demonstrated upon completion of instruction. In the Module Topic Outline under "Criterion-Referenced Measures" are listed performance guides relating to each objective. The occupational "Competencies" listed in the Module Topic Outline for instructors refer to competencies the graduate of the training program would be able to perform on the job. The assumption is that trainees will be able to perform the listed competencies in an actual work setting if they can demonstrate satisfactory achievement of instructional objectives on the basis of criterion-referenced performance evaluation.

Where any copyrighted materials are used, the instructor should obtain permission from the publisher. Permission will be required to make multiple copies for book excerpts exceeding ten percent of a book. In most cases, permission is granted by the publisher at no cost. Copyrighted "consumable" materials, such as workbooks, may not be copied. Materials which do not bear a copyright notation are indicated by an asterisk in each reference list in the curriculum guide.*

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ORIENTATION TO HEALTH AIDE CAREERS

MINI-COURSE INTRODUCTION

The health aide training program consists of courses for Home Health Aide (see Appendix B, page 12) and Sanitarian Aide, to be introduced by this mini-course, Orientation to Health Aide Careers. All trainees in the program are highly encouraged to take both courses to fully prepare them for a career as health aide. Courses may be taken in any order provided the learner has completed the mini-course.

The purpose of Orientation to Health Aide Careers is to help the learner prepare both mentally and physically for career training. Basic information is presented to help the learner explore the nature of the work involved and to consider opportunities for advancement in the field.

PROFESSIONAL NOMENCLATURE

Competency - One of the distinct major activities involved in the work performed on the job in a given occupational role.

Criterion-referenced measure - An exercise based upon an instructional objective, the accomplishment of which measures attainment of that objective.

Curriculum guide - A set of occupational training materials to be used for a course, including modules containing instructor and student resources.

Instructional objective - A statement in precise, measurable terms of a particular behavior to be exhibited by a trainee under specified conditions in a classroom or laboratory setting.

Instructor - Teacher/work supervisor who facilitates instruction using this curriculum guide in a group or individualized setting.

Module - A unit of instruction within a curriculum guide containing module topic outlines for the instructor and materials for use with students (i.e., individualized learning packages, programmed instruction, or group lesson plans. A module is a separate, self-contained, and non-sequential unit to be used singly or in combination with other modules.

Task analysis - A process of reviewing actual job content and context in business and industry for application to the development of instructional objectives, criterion-referenced measures, and quality control within a program of vocational-technical education. V-TECS catalogs are derived from such a task analysis.

Trainees - Students who would receive instruction in an occupational training program based on this curriculum guide.

Module Topic: Your Career as a Health Aide

Generalization: *Your career as a home health aide provides an opportunity for your assistance in an effort to preserve or improve the health of human beings.*

Approximate time needed: Four to six hours

Instructional Objectives:

1. Given an opportunity to exhibit in writing an understanding of personality traits desirable in a home health aide, list 5 personality traits desirable in a home health aide.

2. Given a situation requiring group discussion on types of nursing careers available, education requirements of each, and advancement opportunities available, discuss each topic listed above in a group setting. After discussion, each trainee will list in writing 4 types of nursing careers.

3. Given role play situations requiring the trainee to employ medical ethics, role play 3 correct and 3 incorrect examples of ethical behavior in three given situations experienced by home health aides.

4. Given a presentation on the objectives of a Home Health Aide course types of jobs available in each, and a list of resourse persons/ agencies to contact for placement assistance, outline in writing 4 basic components of a health aide program.

5. Given an opportunity for an individual conference to assess interest in pursuing a career as a health aide, participate in a conference in which you orally explain your interest in a home health aide training course to the instructor.

Competencies	Criterion-Referenced Measures
1. Exhibits an understanding of personality traits desirable in a health aide.	1. Listing of five personality traits desirable in a health aide.
	2. Preparation of a written analysis of individual personality traits as related to desired traits in a health aide.
2. Identify four types of nursing careers.	1. Completion of an outline of four types of nursing careers.
3. Employ medical ethics.	1. Role play which depicts employing appropriate medical ethics.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings. - Discuss the personality traits desirable in a health aide.	- Ross, Personal & Vocational Relationships in Practical Nursing, pp. 72-80.	
- Have trainees prepare notebook with outline of main points covered in the course.		- Notebook
- Orientate trainees to film, "People"		Film - People
- Show film. Discuss.		
- Have trainees compare own personality traits to those desirable in a health aide. Share analysis with the class.		- Notebook
- Discuss importance of a liking for people when pursuing a career in the health field.		
- Assign related readings. - Review reading assignment through small group discussions of: 1. four types of nursing careers 2. education requirements of each type 3. advancement opportunities available	- Odgers & Wenberg, Introduction to Health Professions, pp. 1-20	
- Discuss results as a class.		- Blackboard - Notebook
- Listen to resource speaker tell of personal experience as a nurse.		- Resource speaker
- Assign related readings. - Give presentation on medical ethics.	- Ross, Personal & Vocational Relationships, pp. 124-144	- Notebook
- Have trainees role play correct/ incorrect examples of ethical behavior in a variety of situations experienced by health aides.		- Role play situations

Competencies	Criterion-Referenced Measures
4. Interpret health aide training program.	1. Outlining of four components of a health aide program.
5. Assess interest in pursuing a career as a health aide.	1. Completion of conference with instructor to assess interest in a training program for health aide.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Presentation of: 1. objectives of Home Health Aide course 2. objectives of Sanitarian Aide course 3. types of jobs available in above areas 4. lists of resource persons/ agencies to contact for placement assistance - Hold individual conference with trainee to assess interest/potential in a full training program and/or future pursuit of L.P.N. training. (See Appendix A.)	- Home Health Aide Curriculum Guide - Sanitarian Aide Curriculum Guide	- Blackboard - Notebook - Display of program training materials

APPENDIX A

Programs Approved for the Virginia Community College System, 1976-1977

Associate in Applied Science Degree

Dabney S. Lancaster
Germanna
J. Sargeant Reynolds
John Tyler
Mountain Empire
Northern Virginia
Patrick Henry
Peidmont Virginia
Rappahannack
Southwest Virginia
Thomas Nelson
Tidewater
Virginia Highlands
Virginia Western

Certificate as Nursing Assistant

Danville

Certificate as Practical Nurse

Danville
New River

APPENDIX B

Summary of Home Health Aide Course
Curriculum Guide for Occupational Training

The Home Health Aide course is a two-part publication. Part One includes outlines for six module topics: Maintaining Health; Recognizing Illness; Positioning and Body Mechanics; Personal Services for the Bed Patient; Changing the Bed Linens and Transfer Activities; and Diets, Medicines and Treatments.

Part Two consists of a listing of on-the-job experiences to be completed under the guidance of a home health aide supervisor.

This course was developed to fill a need for a training program for home health aide and is designed for group instruction. Trainees in the program are to receive evaluative appraisal on their progress throughout the classes and on performance of on-the-job experiences. Successful trainees receive a Certificate of Achievement for Home Health Aide signed by the instructor/supervisor for the program.

REFERENCES*

Books and Articles

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Chioni, Rose, and Schoen, Eugenia. "Preparing Tomorrow's Nurse Practioner", Nursing Outlook, July, 1970, pp. 50-52.

Hasler, Doris, and Hasler, Norman. Personal, Home, and Community Health. New York: Macmillan Co., 1967.

Hassler, Ruth Ann, and Becker, Betty G. Vocational and Personal Adjustments in Practical Nursing. Philadelphia: W. B. Saunders Co., 1974.

Hornermann, Grace V. Basic Nurse Procedures. Albany: Delmar Publications, Inc., 1972.

Knoedler, Evelyn L. The Nurse Assistant. Albany: Delmar Publication, Inc., 1968.

Millekin, Mary E. Understanding Human Behavior. Albany: Delmar Publications, Inc., 1969.

Odgers, Ruth, and Wenberg, Burness. Introduction to Health Professions. St. Louis: C. V. Mosby Co., 1972.

Ross, Carmen. Personal and Vocational Relationships in Practical Nursing. Philadelphia: J. B. Lippincott Company, 1969.

Toffler, Alvin. Future Shock. New York: Random House, 1970.

Free and Inexpensive Materials

*Novak, Kathy, and Harris, Ruth. Home Health Aide: A Curriculum Guide for Occupational Training. Blacksburg: Virginia Polytechnic Institute and State University, 1978.

*_____. Sanitarian Aide: A Programmed Course for Occupational Training. Blacksburg: Virginia Polytechnic Institute and State University, 1978.

Audio-Visual Materials

Film

People, #71605. Richmond: Virginia State Department of Education, n.d.

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*Indicates materials that do not bear a copyright notation.

SOURCES OF REFERENCE MATERIALS

Delmar Publishers
50 Wolf Road, Albany, NY 12205

Macmillan Publishing Company
866 Third Avenue, New York, NY 10022

State Department of Education
Richmond, VA 23216

U.S. Government Printing Office
Superintendent of Documents, Washington, DC 20402

SANITARIAN AIDE COURSE

FOREWORD

The Sanitarian Aide Programmed Course for Occupational Training presents curriculum materials with modules planned as separate, self-contained, and non-sequential units to be used singly or in combination.

The "Instructional Objectives" listed for each module topic specify trainee performance to be demonstrated upon completion of instruction. In the Module Topic Outline under "Criterion-Referenced Measures" are listed performance guides relating to each objective. The occupational "Competencies" listed in the Module Topic Outline for instructors refer to competencies the graduate of the training program would be able to perform on the job. The assumption is that trainees will be able to perform the listed competencies in an actual work setting if they can demonstrate satisfactory achievement of instructional objectives on the basis of criterion-referenced performance evaluation.

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INTRODUCTION

The Sanitarian Aide course guide presents curriculum materials appropriate for training as a health team member who works to present the spread of disease and practices scientific cleanliness. Jobs for the sanitarian aide are available in both public institutions, such as nursing homes and dining establishments, and in private homes. A typical job description is presented on page 19.

This curriculum was planned to be used by an instructor/supervisor in connection with the use of a publication called, Sanitarian Aide: A Programmed Course for Occupational Training. The guide includes outlines for five module topics: Introduction to Sanitarian Aide, How to Control Infection, The Importance of Keeping It Clean, Taking Care of Your Equipment, and Sanitarian Aide On-the-Job Experiences.

The programmed materials developed for use with trainees is placed at the end of each instructor's module topic outline (see Table of Contents). For ease in relating each section of trainee material to its respective module topic in the teaching outline, color coding is used. The first page of each module topic is color coded to the first page of the section of trainee material which accompanies that module topic.

The course is to be completed at the trainee's own pace of learning. Upon successful completion of the course, the trainee receives a Certificate of Achievement for Sanitarian Aide signed by the instructor/supervisor for the program.

It is not mandatory that sections of trainee material be sequenced in the order presented herein. Instead, each module topic and its accompanying trainee material are designed as discrete units to facilitate use in open-entry/open-exit training programs. If the instructor prefers to unite sections of trainee material into a workbook for direct use by trainees, trainee material can be separated out and combined in a ring binder.

CAREER LADDER IN

Level	Dot. No.	Existing Titles	Proposed Titles
Top	188.118	Housing-Management Officer	Management Director
Step	168.168	Manager, Housing Project	
Professional/ Managerial			
Step	168.268	Interviewer, Housing Project	Same
Step	*	Assistant Manager, Housing Project	First Assistant Manager, Housing Project
Supervisory			
Step	*		Sanitarian Aide Supervisor
Step	303.138	Housekeeper	Sanitarian Aide
Assistant			
Step	*	Homemaker/Institutional Management Assistant	
Entry			

*Title from source other than D.O.T.

SANITARIAN AIDE: Public and Private Agencies†

Work Description	Minimum Qualifications
Develops policy and standards for guidance of local housing organizations...studies operations...notes trends and needs...evaluates efficiency of projects...advises and assists Managers of Housing Projects....	College preparation in urban development, projection studies, economics, housing, sociology, etc....previous experience in housing occupation involving personnel responsibilities.
Directs operations of housing projects such as low-rent housing...house trailers and trailer parks for families of military personnel and rooming facilities for eligible individuals... May supervise other Managers, Housing Projects, in large housing projects having commercial shops, libraries, recreation facilities, etc.	Previous social agency type experience...In-service training courses on maintenance and grounds supervision, housing regulations, insurance, tenant relations, etc.
Interviews applicants seeking admission to public housing project to determine eligibility...presents findings to superior....	In-service training or course work dealing with low-income families in multiple housing units... communications skills....
Directs office or maintenance personnel, keeps records, orders supplies, etc. (Can perform duties in above description.)	Experience in assigning and inspecting work of others; ability to keep records.
Schedules visits, makes home visits to supervise H/HA, determines routines, explains programs to H/HA and clients, orients new employees to agency.	Training as a supervisor plus experience as a Sanitarian Aide.
Supervises and coordinates activities of maintenance employees in a business establishment... assigns duties...orders supplies...keeps records...may hire and discharge employees. Assumes partial or full responsibility for management of home and care of family.	Extensive household or institutional housekeeping experience...ability in use of money, time and personal supervision. Advanced on-the-job training and special course work.
Participates in training program. Works in home or institution situations under supervision.	High school diploma helpful; training in home maintenance helpful; at least ability to read, write, and follow instructions.

†Format from AHEA's Career Ladders and Lattices in Home Economics and Related Areas: Possibilities for Upgrading Household Employment (Washington: American Home Economics Association, 1971).

LIST OF TERMS

Direct contact - Germs are spread when a sick person touches another person.

Disinfect - Use chemicals to poison micro-organisms to prevent their spread.

Germicide - Germ killer mixed with water to make a cleaning solution.

Indirect contact - Sick person passes on germs to an object by touching it; another person receives the germs by touching that object.

Infection - Increase of micro-organisms in a person's body.

Micro-organisms - "Micro" means very small; "organism" means living thing. They are commonly called germs.

JOB DESCRIPTION[1]

Definition and Role: A sanitarian is a member of the health care and social service team who provides non-personal care by establishing a clean and restful environment.

Reporting Relationships: In the medical facility the sanitarian aide will to the facility's main supervisor.

Responsibilities and Duties: When serving the needs of an organization or a medical facility, duties shall follow practices established by the institution. Functions rendered in the institution or the home may include but are not limited to the following:

- non-personal care of the patient.
- maintaining a pleasant and safe environment for the patient or consumer.
- cleans assigned areas by washing furnishings, floors, toilets and equipment with cleaning solutions and disinfectants to prevent contamination and spread of disease.
- uses dust cloths and vacuum cleaner to dust window sills, blinds, floors, and furniture.
- empties ashtrays and trash baskets and arranges furniture and furnishings in an orderly fashion.
- makes beds with clean linen in prescribed manner.
- scours and polishes sinks, tubs, mirrors and similar equipment.
- gives special attention to problems of cleanliness in food preparation areas, washes dishes, cleans refrigerator, stove, etc.
- provides laundry services, picks up belongings, and performs other miscellaneous duties as required.

Qualifications: General qualifications include:

- minimum age of 18 years.
- ability to perform the art of sanitation practices to the patient's/supervisor's satisfaction.
- previous suitable experience, or completion of an appropriate training program.
- adequate communication skills, neat appearance, honesty, initiative (ambition).

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[1]U.S. Department of Labor, Dictionary of Occupational Titles (Washington: Government Printing Office, 1965), p. 625.

Pre- and Post-* Test**
Sanitarian Aide

Directions: Check or write in the correct answer of answers.

1. In what two ways do germs harm the body?
   ____ destroy tissue
   ____make the body cool
   ____give off poisons
   ____make you tired
2. Where does infection take place?
   ____in the air
   ____in a person's body
   ____on a glass
3. What happens to the germs when infection takes place?
   ____they get sick
   ____they increase
   ____they die
4. What are three ways in which germs enter a person's body?
   ____ears
   ____eyes
   ____open wound
   ____skin
   ____mouth
   ____nose
5. Why must germs be carried around in order to get from one place to another?
   ____they have no means of moving themselves
   ____they are lazy
   ____they are small
6. Name at least four different kinds of things that carry germs from one place to another.

---

*Trainees have completed frames 1-85, pp. 78-79 in Section 1, frames 1-22, pp. 84-94 in Section 2, and frames 1-13, pp. 112-119 in Section 3.

**This instrument was used by project personnel in pilot-testing the indicated portions of this material with trainees.

7. What are two ways in which a sick person can spread germs to another person?

8. Why is it hard to tell whether you have really gotten rid of the germs in a certain area?

9. As a sanitarian aide, what <u>two</u> things must you do in your cleaning to prevent the spread of germs in a certain area?

____scrubbing and rinsing with water

____get to work on time

____scrub real hard

____disinfect

____put your tools away

10. When germs are outside a living body, what do they use as food?

11. Infection means that:

____harmful germs are growing inside the human body.

____harmful germs are growing outside the human body.

____harmful germs are inside the human body and not growing.

____harmful germs are outside the human body and not growing.

12. You should clean your equipment:

____at the beginning of your shift

____before it is stored

____at the end of your shift

13. Sanitarian equipment can:

____spread harmful germs if it is clean

____never spread harmful germs

____spread harmful germs if it is dirty

14. When you use a germicide for cleaning equipment you should:

____use as little as possible

____use more than enough

____use the amount your supervisor tells you

15. You clean a wringer and bucket by:

____rinsing it with fresh water

____washing it with fresh germicide solution

____pouring out used mop water

Post-Test continued

Using the information you have learned, perform the tasks below and rate yourself. A supervisor will also rate you.

	E - Excellent S - Satisfactory U - Unsatisfactory	
Task	Rating of Trainee/Comments	Rating of Supervisor/Comments
1. Clean a bathroom using sanitary procedures for: - washing surfaces		
- scrubbing surfaces		
2. Disinfect one surface by chemical means.		

Module Topic: Introduction to Sanitarian Aide

Generalization: *The sanitarian aide course will offer an opportunity for gaining knowledge which can be used in caring for the sick, will provide health information and information on how to help people keep well by preventing the spread of disease. Emphasis is placed on practicing scientific cleanliness.*

Instructional Objective:

1. Given examples provided on pages 1-7 in workbook, complete in writing all introductory materials for the Sanitarian Aide Programmed Course.

Competencies	Criterion-Referenced Measures
1. Follow written directions for completing an assigned task.	1. Completion of introductory programmed materials for sanitarian aide course. a. Completion in writing of all spaces for trainee response. b. Use of a "mask" to block answer key until after response is written.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Read programmed material.	- Sanitarian Aide Programmed Course, pp. 1-7	
- Discuss general procedures to follow in completing programmed material.		- Blackboard
- Emphasize that the trainees are to: 1. work at their own speed 2. be able to answer all frames correctly before proceeding to the next section of the workbook 3. consult the supervisor if questions occur		

A PROGRAMMED COURSE for OCCUPATIONAL TRAINING

by

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BLACKSBURG, VIRGINIA 24061

FOREWORD

This course was planned to fill a need for a training program for sanitarian aide. The program is presented in two parts.

Part One is the Sanitarian Aide Workbook which includes three sections: How to Control Infection, The Importance of Keeping it Clean, and Taking Care of Your Equipment. The workbook gives the trainee basic background information for doing the work of a sanitarian aide.

Part Two is the On-the-Job Experiences. These experiences are to be completed under the guidance of a sanitarian supervisor.

Upon successful completion of the course, the trainee will receive a Certificate of Achievement for Sanitarian Aide signed by the sanitarian supervisor for the course.

This publication was adapted from training materials developed by the HEW Offices.* The materials were field tested with adult women and revised under the direction of the Vocational-Technical Education Division, College of Education, Virginia Polytechnic Institute and State University.

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*U.S. Department of Health, Education and Welfare, The Care and Cleaning of Housekeeping Equipment and the Storage Room in Health Facilities (Washington: Government Printing Office, 1971).

and

U.S. Department of Health, Education and Welfare, Principles of Infection Control in Health Facilities (Washington: Government Printing Office, 1971).

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SANITARIAN AIDE

Course Overview

The health service sanitarian aide is a health team member who assists in helping to keep people well. The sanitarian aide does this by preventing the spread of disease and practicing scientific cleanliness.

Jobs for the sanitarian aide are available through public institutions such as hospitals, nursing homes, public schools, and dining establishments; private employment firms; and private homes. A typical job description for the sanitarian aide is presented on page 2. In order for the sanitarian aide to take advantage of the opportunities available, the worker must learn to accept responsibility, be dependable, follow instructions, enjoy working with others, develop good work habits, be aware of the safety of others, and understand good sanitation procedures.

The course for Sanitarian Aide is presented in two parts. Part One is called the SANITARIAN AIDE WORKBOOK. It covers important information for you to learn. Part Two is called ON-THE-JOB EXPERIENCES and gives you, the trainee, a chance to practice job skills. You need to work closely with a supervisor while taking the course.

Now, before you begin the course, read and sign the training agreement on page 3. Ask your supervisor to sign it, too.

Good luck!

Sanitarian Aide Job Description

Definition and Role:

A sanitarian is a member of the health care and social service team who provides non-personal care by establishing a clean and restful environment.

Reporting Relationships:

In the medical facility the sanitarian aide will normally report to the facility's main supervisor.

Responsibilities and Duties:

When serving the needs of an organization or a medical facility, duties shall follow practices established by the institution. Functions rendered in the institution or the home may include but are not limited to the following:

- Non-personal care of the patient
- Maintaining a pleasant and safe environment for the patient or consumer
- Cleans assigned areas by washing furnishings, floors, toilets and equipment with cleaning solutions and disinfectants to prevent contamination and spread of desease
- Uses dust cloths and vacuum cleaner to dust window sills, blinds, floors, and furniture
- Empties ashtrays and trash baskets and arranges furniture and furnishings in a orderly fashion
- Makes beds with clean linen in prescribed manner
- Scours and polishes sinks, tubs, mirrors and similar equipment
- Gives special attention to problems of cleanliness in food preparation areas, washes dishes, cleans refrigerator, stove, etc.
- Provides laundry services, picks up belongings, and performs other miscellaneous duties as required

Qualifications:

- Minimum age of 18 years
- Ability to perform the art of sanitation practices to the patient's/supervisor's satisfaction
- Previous suitable experience, or completion of an appropriate training program
- Adequate communication skills, neat appearance, honesty, initiative (ambition)

SANITARIAN AIDE
TRAINING AGREEMENT

I, _____, agree to:
(trainee)

First - Read the Course Introduction

Second - Complete the Sanitarian Aide Workbook

Third - Perform all On-the-Job Experiences on the training plan at a satisfactory or higher level of achievement as rated by a sanitarian supervisor

Signed (trainee)_ _____

Witness (supervisor)_____

Date _____

SANITARIAN AIDE

WORKBOOK

INTRODUCTION

This programmed instruction workbook is different from most books you have read because you will be asked to write in the answer to questions as you go along. You will work at your own speed. You may even be doing this in the evening on your own time.

This programmed instruction workbook is divided into three sections. Section 1 tells you how to control infection. Section 2 deals with the importance of keeping things clean. Section 3 deals with the importance of taking care of your equipment.

What you are going to learn in this workbook deals with a part of your job as sanitarian aide -- that is how, by using sanitary procedures and taking proper care of your equipment, you can help patients get well.

Read the instructions on the next page. Then complete the practice questions. This will help you learn how to use the workbook. When you are ready, read carefully through Sections 1, 2, and 3. Take as much time as you need to correctly answer questions in each section. This will help prepare you to become a sanitarian aide.

INSTRUCTIONS

Keep the right side of this page covered with a separate sheet of blank paper.

Look at the bottom part of this side of the page. You will see a paragraph about Jill and Mary. At the end of the paragraph is a question about Mary. Check the right answer.

Take the blank sheet of paper away from the right side of the page. Look at the answer printed in the book. Is it the same as yours? If you have a different answer, then your answer is wrong. Read the paragraph again. You should get the right answer. Then you go on to the next frame or page.

Sometimes you will see on the right hand side of the page, "OR EQUIVALENT RESPONSE." This means that your answer should be something like the one printed on the page.

If you have a question or if you are not sure of what you are supposed to do, ask your supervisor for help.

We have learned that ten plus two are twelve. So
Jill and Mary are sisters.
Jill is 10 years old.
Mary is two years older than Jill.

Mary is:

- ☐ 9 years old
- ☐ 10 years old
- ☐ 11 years old
- ☐ 12 years old
- ☐ 13 years old

12 years old

Here is another example. John and Mary have a ball. The ball is red and white. They like to play with the ball whenever they can. The ball is ☐ blue and white ☐ black and white ☐ red and white	red and white
And still another. The last person who was the President of the United States born in Texas was Lyndon Johnson. President Kennedy was born in Massachusetts and President Eisenhower was born in Kansas. President Johnson was born in ☐ Massachusetts ☐ Texas ☐ Kansas	Texas
Now that you got these right you should have no trouble finishing the text. Good luck.	

Module Topic: How to Control Infection

Generalization: *Infection is the increase of germs in a person's body. Germs are present in the air, in food, on floors, on utensils, on bed linens, and on surgical instruments. Infections can be controlled by the use of disinfectants. The disinfectant used depends on the types of germs or infection being controlled. Personal cleanliness is a must in controlling infection.*

Instructional Objectives:

1. Given pencils, "masks," and instruction on controlling infection, write responses in all spaced provided on pages 8-82. The trainee will obtain at least 90 correct responses out of 113 frames, or 80 percent correct answers.

2. Given a roleplaying situation and necessary equipment and cleaning supplies, demonstrate how to control infection, to be rated on the provided checklist.

Competencies	Criterion-Referenced Measures
1. Control infection through the use of chemicals.	1. Completion of 14 examination questions with 100% accuracy. 2. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist."

INSTRUCTOR'S CHECKLIST

Check which of the following settings was used as the basis for the roleplay situation for demonstrating how to control infection.

Settings where germs are found are:

____ in people's bodies
____ in the air
____ in the food
____ on the floor
____ on the food utensils
____ on soiled bed linen
____ on the surgical instruments

According to the roleplay setting (above), check the trainee's performance in the following elements of demonstrating how to control infection. Circle YES if the point was fully covered, ? if partially covered, NO if not covered, or N/A if not applicable.

1. A face mask was worn by the trainee . . . . . YES ? NO N/A
2. Hands and nails were scrubbed using prescribed surgical procedure . . . . . YES ? NO N/A
3. If sneezing occurred, mouth was covered . . . . . YES ? NO N/A
4. In removing soiled bed linen, more-soiled side was rolled inward with little motion . . . . . YES ? NO N/A
5. Work area was scrubbed with detergent and rinsed with water to remove germs and dirt . . . . . YES ? NO N/A
6. Part of dirty water was flushed down drain after cleaning process . . . . . YES ? NO N/A
7. Chemicals such as germicidals were used to disinfect work area . . . . . YES ? NO N/A
8. Boiling of objects was used to remove germs . . . . . YES ? NO N/A
9. Instructions were followed to use correct quantity of chemical disinfectant . . . . . YES ? NO N/A
10. Trainee practices self-cleanliness at all times to avoid carrying germs and spreading infection to others . . . . . YES ? NO N/A
11. Trainee bathes daily and uses deoderant to cover up unpleasant odors . . . . . YES ? NO N/A
12. Clean clothes are worn daily by the trainee . . . . YES ? NO N/A
13. Trainee washes hand often throughout the day . . . . YES ? NO N/A

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainee complete Section 1.*	- Sanitarian Aide Programmed Course, pp. 8-82	- Notebook

*Frames 1-63 of Section 1 of this material were pilot tested by research project personnel.

APPENDIX D

SECTION 1: *HOW TO CONTROL INFECTION*

1

INTRODUCTORY FRAME

Usually when we think of living things we imagine things that we can see, - rats, mosquitoes, roses, doctors, patients, and the like. If you are working in a hospital, however, you must always be thinking about another kind of living thing, too. It is a kind which is too small for you to see.

Micro-organisms ("micro" means very small, "organism" means living thing) can be found everywhere around us, but can only be seen through a special instrument called a microscope which, like a magnifying glass, makes small things look bigger.

Most micro-organisms are not harmful to people, and many even help them. In the hospital we are worried about those micro-organisms which cause disease. They are commonly called germs.

GO ON TO THE NEXT FRAME

2

Germs are very small living things that behave in many ways like all other living things. Germs do the following:

a. They eat
b. They give off wastes
c. They get stronger
d. They get weaker
e. They increase in number
f. They die

Please answer the following questions:

For which activity must germs depend upon getting things from outside themselves?

- ☐ They eat
- ☐ They give off wastes
- ☐ They get stronger
- ☐ They get weaker
- ☐ They increase in number
- ☐ They die

They eat

Germs get rid of things their bodies do not need as a result of which activity?

- ☐ They eat
- ☐ They give off wastes
- ☐ They get stronger
- ☐ They get weaker
- ☐ They increase in number
- ☐ They die

They give off wastes

Suppose germs fail to get enough food. Which two of the above activities will they do?

- ☐ They eat
- ☐ They give off wastes
- ☐ They get stronger
- ☐ They get weaker
- ☐ They increase in number
- ☐ They die

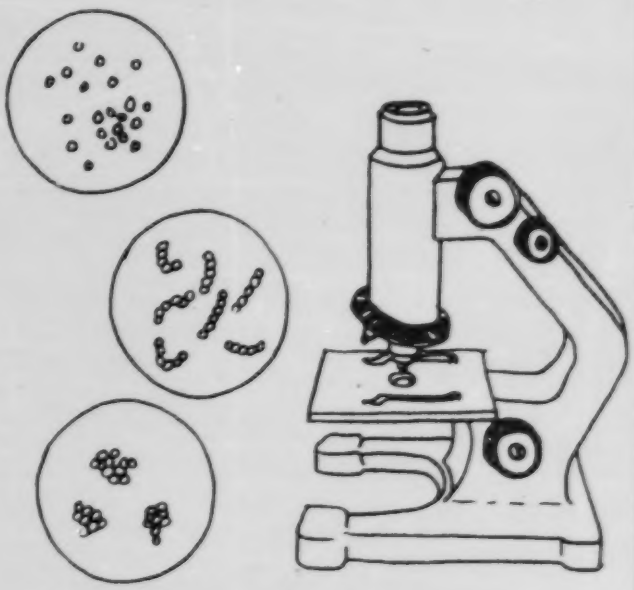
They get weaker

They die

3

Germs are so small that they can only be seen under the lens of a special instrument called a microscope ("micro" means very small, "scope" means to look at). As many as 10 million germs can fit on the head of a pin.

The picture below shows a microscope and shows how different kinds of germs look when seen through its lens.



The germs shown in the picture are:

- ☐ smaller than real germs
- ☐ larger than real germs
- ☐ the same size as real germs

larger than real germs

4

Germs live everywhere. When enough of them get into the human body they cause disease. They do this by eating up the tissues in the body, and by giving off poisons which the body absorbs.

Here is the list of the germs' activities.

a. They eat
b. They give off wastes
c. They get stronger
d. They get weaker
e. They increase
f. They die

The germs destroy the body's tissues as a result of which activity?

- ☐ They eat
- ☐ They give off wastes
- ☐ They get stronger
- ☐ They get weaker
- ☐ They increase
- ☐ They die

They eat

They send out poisons into the body as a result of which activity?

- ☐ They eat
- ☐ They give off wastes
- ☐ They get stronger
- ☐ They get weaker
- ☐ They increase
- ☐ They die

They give off wastes

5

When germs get into the human body they must go on eating and giving off wastes in order to live. In doing this they destroy tissue in the body and they give off poison.

When germs are in the body, what do they eat? _____

What kinds of wastes do they produce?
_____

tissue

poisons

6

FOOTNOTE FRAME

Actually, not all the wastes that germs produce are poisonous to the body. However, many of their wastes do act as poisons, and when they are absorbed into the human body, cause disease. It is these poisonous wastes that are important to you in your fight to help sick people get well. Therefore this program will only talk about the poisonous wastes that germs produce.

GO ON TO THE NEXT FRAME

GO ON TO THE NEXT FRAME

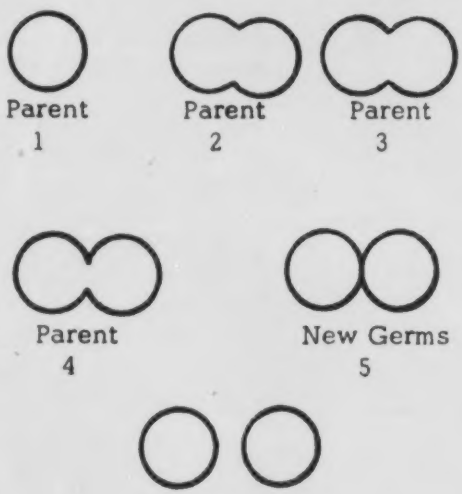
7 When germs enter the body they destroy the tissue they live on. They also produce poisons which the body soaks up. How do the germs destroy the tissue on which they live? _____ What happens with the wastes the germs give off? _____ What kind of wastes do the germs produce? _____	they eat it (or equivalent response) the body soaks them up (or equivalent response) poisons
8 Which two activities, carried out by germs in the human body, harm the body? ☐ eating ☐ giving off wastes ☐ getting stronger ☐ getting weaker ☐ increasing ☐ dying 50	eating giving off wastes

9 When germs enter the body, what do they use as food? _____ What do they give off as wastes? _____ What happens to the wastes they produce? _____	tissue poisons they are soaked up into the body
10 What are two ways in which germs harm the body? _____ _____	They destroy tissue on which they live by using it as food. They give off poisons which the body soaks up. (or equivalent response)

11

As you know, one of the life-activities of germs is to increase. Germs, however, do not increase as human beings do--that is, two parent germs do not give birth to a child germ. Germs increase by dividing.

LOOK AT the pictures below to see how germs increase. In picture 1 division has not yet begun. Pictures 2, 3, and 4 show division taking place. In picture 5 the division is complete.

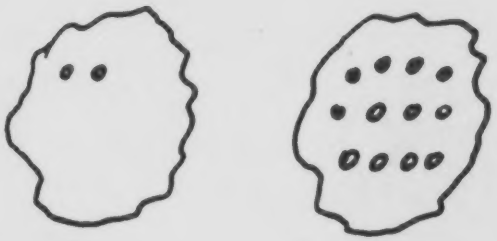


How many parent germs are needed to produce a new germ? _____ 1

How many new germs are produced at a time from one parent germ? _____ 2

12

LOOK AT the two pictures below.



A B

Picture A was taken of a piece of tissue from a person's body at 12:00 o'clock.

Picture B was taken of the same tissue one hour later.

Which picture shows the greater number of germs?

- ☐ the one taken earlier
- ☐ the one taken later

the one taken later

13

LOOK AT the pictures below.

8:00 10:00 11:00

The pictures above were taken of the same tissue in a person's body.

You can see that the number of germs on a section of tissue in a person's body normally:

☐ increases as time passes
☐ decreases as time passes

increases as time passes

14

The increase of germs in a person's body is called <u>infection</u>.

A B

Which of the pictures above shows infection?

☐ A
☐ B

A

15

When germs increase in a person's body, the increase is called infection. Infection takes place only inside the tissue of a living person.

What things cause infection? _____

Where does infection take place?
_____

germs

in a person's body

16

What things cause infection?
_____

What do these things do that causes infection? _____

Where does infection take place?
_____

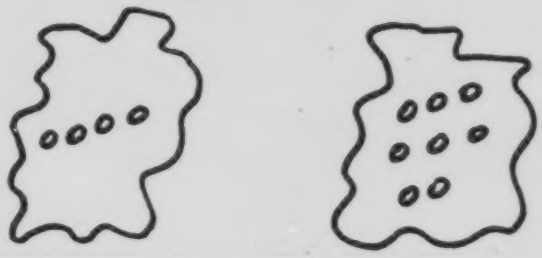
germs

increase

in a person's body

17

Suppose that pictures A and B were taken at different times of the same area of tissue in a person's body where infection is taking place.



A B

What are the things shown in the picture?

_____

germs

Which picture was taken earlier?

☐ A
☐ B

A

What happened to the germs from the time the earlier picture was taken to the time the later picture was taken? _____

the germs increased

(or equivalent response)

18

What is infection? _____

Infection is the increase of germs in a person's body.

(or equivalent response)

19

You now know what infection is and how it is harmful to the body. Infection spreads by a series of three steps and in order to stop its spread it is helpful to know what these three steps are.

The first step leading to the spread of infection is the presence of the things that cause infection.

What are these things? _____

germs

20

Germs are present almost everywhere in a hospital. Examples of places where germs are found are:

- in people's bodies
- in the air
- in the food
- on the floor
- on the food utensils
- on soiled bed-linen
- on the surgical instruments

In which of the places listed above can the presence of germs cause infection?

(To answer this question, think about the meaning of infection _____

in people's bodies

21

Germs have no legs, wings, or fins. They have no way of moving themselves.

Suppose some germs are present on the bed-table of a sick person. In order for infection to spread the germs must:

- ☐ be moved to a person's body
- ☐ fly to the body of a person
- ☐ increase on the top of the table
- ☐ swim to the body of a person

be moved to a person's body

22

The first step leading to the spread of infection is the presence of germs.

Once germs are present, the second step leading to the spread of infection is a way for the germs to get from wherever they are to _____

a person's body

(or equivalent response)

23

Suppose the germs on the bed table are picked up by a dust rag when the aide comes around to dust the room. When the aide leaves the room and gives the dust cloth a quick shake and the germs are spread into the air.

The air, which is constantly moving, carries the germs into another room. From the air the germs may:

a. be dropped on some part of the body of the sick person in the room

b. enter some part of the body of the sick person in the room

c. land on some object in the room

In which of the cases above will infection spread? (To answer this question think of the meaning of infection)

☐ a
☐ b
☐ c

b

24

The third and last step leading to the spread of infection is a way for the germs to enter into a person's body. Once there they can begin to increase.

In order for the third step to take place, the germs must first have a way to get from wherever they are to _____

a person's body

In order for the infection to begin in the first place, what is the first step?

_____

the presence of germs

(or equivalent response)

25

A person's body is covered by an almost continuous layer of skin. The skin is a protective covering for the inside of the body.

When germs are carried about from place to place and finally get to a person's body, you would imagine that they land most often:

- ☐ inside the person's body
- ☐ on the outside of the person's body

on the outside of the person's body

What must then happen in order for infection to begin? _____

the germs must enter the person's body

(or equivalent response)

26

The body is covered by a continuous layer of skin which keeps germs out. But there are a few natural openings in the body where germs can get inside.

The picture below shows the face of a man trying to prevent the third step in the process of infection from taking place.

The picture shows that he has covered two natural openings into his body. What are these openings?

_____

_____

What is the third step leading to the spread of infection? _____

the mouth

the nose

(any order)

a way for the germs to enter a person's body

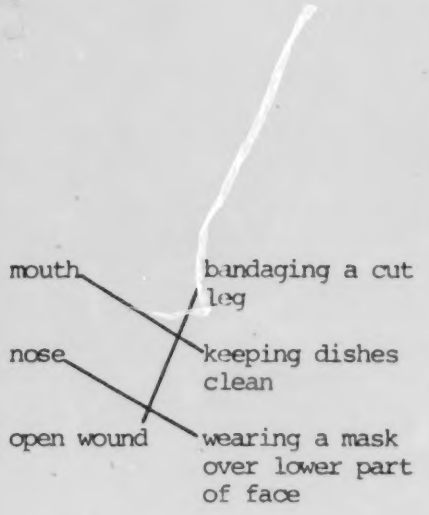
27

Two common ways for germs to enter into the body are through the mouth and the nose. These are natural body openings.

A third way is through an open wound.

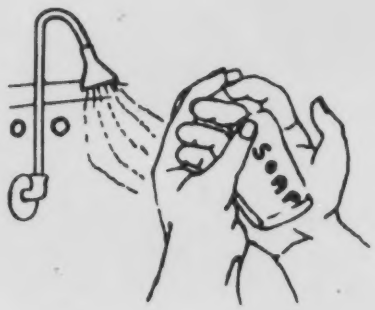
Column A lists the ways the germs get into the body. Column B lists ways of preventing germs from getting into the body. Draw a line from the items in Column A to the correct answer in Column B.

Column A	Column B
mouth	bandaging a cut leg
nose	keeping dishes clean
open wound	wearing a mask over lower part of face



28

The picture below is of a person who has just received a cut in the palm of the right hand.



Why is this person doing what is shown in the picture?

Is washing the hands because germs can enter the body through an open wound and cause infection.

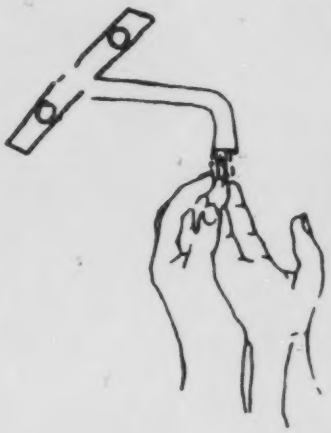
(or equivalent response)

29

There are three common ways for germs to enter a person's body.

In the pictures below, germs are being prevented from entering the body.

A



B

What two entrances are being protected in Picture A?

_____

_____

mouth

nose

(any order)

What entrance is being protected in Picture B?

_____

an open wound

30

What are three common ways in which a germ can enter a person's body?

_____

_____

_____

the mouth

the nose

an open wound

(or equivalent response)

31

In order for germs to enter into a person's body the second step leading to the spread of infection must take place. The germs must get from wherever they are to a person's body.

This step, as you know, can be taken by the germs:

☐ by themselves

☐ only with the help of other things or people

only with the help of other things or people

32

Germs have no wings, legs or fins and therefore have no means of moving themselves.

How do they move from place to place?

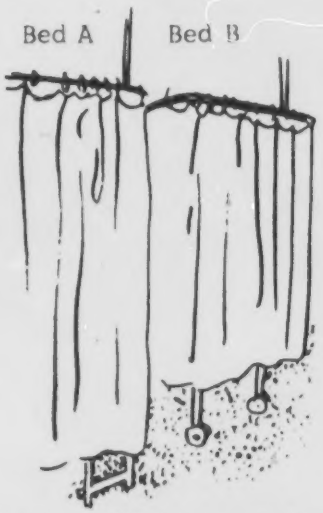
_____

They are moved by other things or people.

(or equivalent response)

33

LOOK AT the picture below.



The patient in Bed A has an infectious disease, that is a disease that can be passed on from one person to another. Although the patient in Bed A is separated from the patient in Bed B by a curtain, the two beds are actually connected by the dust particles on the floor beneath them. As the dust moves it spreads infection from the one patient to the other.

What is the dust carrying from Bed A to Bed B? _____

germs

34

Some common things that carry germs from place to place are:

- air
- animals
- dust
- insects
- people
- water

All of these are especially suited for spreading infection because they all move about a lot.

Why do germs need such things to move them from place to place? _____

Germs have no means of moving themselves.

(or equivalent response)

35

How do germs get from one place to another? _____

They are carried along by other objects or people.

Why do germs need this method?

_____

They have no means of moving themselves.

(or equivalent response)

36

LOOK AT the pictures below.

INSECT

ANIMAL

PERSON

All of the above play the same part in spreading infection.

What do they do to help spread infection?

_____

They carry germs from place to place.

(or equivalent response)

37

The water supply system in most cities contains a network of filters and other cleaning devices. In addition chemicals are often poured in the water supply to purify the water.

Why is this done?

_____

Water carries germs from place to place.

(or equivalent response)

38

LOOK AT the picture below.

The aide in the picture is removing something which commonly carries germs around.

What is being removed from the table?

_____

dust

39

People everywhere, and especially sick people in a hospital are constantly warned to cover their mouths when they sneeze.

Why is this important in controlling the spread of infection? _____

Air carries germs from place to place.

(or equivalent response)

40

Each of the pictures below is an example of something that carries germs from one place to another.

LABEL each of the pictures.

A. _____

B. _____

C. _____

41

LIST at least four different kinds of things that carry germs from one place to another?

_____

_____

_____

_____

Your answer should include at least four of the following:

water
air
insects
animals
people
dust

(any order)

71

42

An infected patient is constantly giving off germs to everything nearby--the air, the floor, the bedclothes, the furniture, other people in the room. This does not mean that the patient is passing the disease on to other people constantly. Most healthy people who come in contact with the patient's germs will not become sick. A person coming into a room which contains a sick person may come in contact with his or her germs in two ways:

a. May actually touch the infected person.

b. May touch an object that the infected person has touched.

LOOK AT the picture below.

In which of the two ways described above is the aide in the picture coming in contact with the germs of the sick person in this room?

☐ a
☐ b

b

Does this mean that the aide will necessarily get sick?

☐ yes
☐ no

72

no

43

A person coming into a room which contains a sick person may come in contact with germs in two ways:

a. May actually touch the infected person.

b. May touch an object that the infected person has touched.

Which of the above is the more direct way of the sick person infecting the other person?

☐ a
☐ b

a

44

In order for a sick person to spread infection to another person the germs must travel from his or her own body to the body of the other person. This may be done in either of two ways:

- by direct contact
- by indirect contact

In indirect contact the sick person passes on germs to an object by touching it. The other person receives the germs by touching that object.

An example of direct contact is the spread of germs from a sick person to another person by shaking hands.

In direct contact:

☐ germs are spread by an object
☐ germs are not spread by an object

germs are not spread by an object

In direct contact germs are spread when _____ touches _____.

a sick person touches another person

(or equivalent response)

In your work you will not usually be touching patients. This means that you will not be coming into:

☐ direct contact with patients
☐ indirect contact with patients

direct contact with patients

45

A sick person may infect another person by:

- direct contact
- indirect contact

LOOK AT the picture below.

The aide in the picture is trying to prevent the spread of infection by which of the above methods? _____

indirect contact

Since the aide is a healthy person, he/she is

☐ in great danger of becoming sick

☐ not in great danger of becoming sick

not in great danger of becoming sick

75

46 A sick person may infect **other people** by actually touching **them.** What is the name we give to this way of spreading infection? _____ The sick person may also infect another person by touching an object which the other person then touches. What name do we give this way of spreading infection? _____	direct contact indirect contact
47 NAME the two ways in which a sick person can spread germs to another person and EXPLAIN what each one is. 1. _____ 2. _____	direct contact - The sick person actually touches the other person. indirect contact - The sick person touches an object which the other person then touches. (or equivalent response; any order)

48 As you know, the spread of germs in itself is not enough to cause infection. Once germs reach a person's body, only the second step leading to the spread of infection has been completed. For infection to spread the third step must happen. A porter in a hospital has just scraped an arm while emptying a refuse can. Before going on with the job, he or she carefully washes the injured area and bandages it. The porter is trying to prevent the third step leading to the spread of infection from taking place. What is the third step leading to the spread of infection? _____	a way for the germs to enter into a person's body (or equivalent response)
49 A sanitarian aide carefully removes soiled linen from the bed of a patient who has an infectious disease. The aide is careful to roll the more soiled side inward and causes as little motion as possible. Since the sanitarian aide knows that germs are present on the soiled sheet, he or she is trying to prevent the second step leading to the spread of infection from taking place. What is the second step leading to the spread of infection? _____ 77	way for the germs to get from where they are to a person's body.

50

A hospital has a policy of screening all its incoming patients for infection or the presence of infection in their families. Patients showing signs of infection are then kept away from non-infected patients.

The hospital is trying to cut down the likelihood of the first step leading to the spread of infection taking place among non-infected patients.

What is the first step leading to the spread of infection? _____

the presence of germs

(or equivalent response)

51

In the fight to prevent the spread of infection the germ is the number one enemy. The germ is an extremely tough enemy to beat for several reasons.

First of all, because of its size it is very hard to get hold of.

Why is it so hard to find the germs you are fighting?

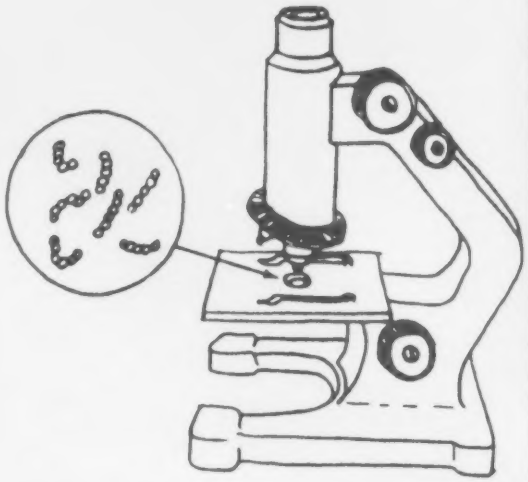
They are so small that they cannot be seen without a microscope.

(or equivalent response)

52 Not only is it hard to see the enemy, it is even harder to really put an end to it. Germs increase merely by splitting in two. Only one germ is needed to start with. If the conditions are good, one germ could keep doubling and within twenty-four hours would be sixteen million germs. You can see then that it is so hard to get rid of germs because they increase: ☐ quickly ☐ slowly	quickly
53 If you have a hard time fighting germs because you cannot see them and neither can you really get rid of them, perhaps the policy would be to try to stay clear of them. Find out where the germs are and keep away. Germs are in the air, in our food, in the soil, in the water, in the human body, in healthy plants and animals as well as infected plants, animals, in animal wastes, as well as many other places. It is hard to avoid germs then, because they are found: ☐ everywhere ☐ only in a few areas	everywhere

54

LOOK AT the picture below.



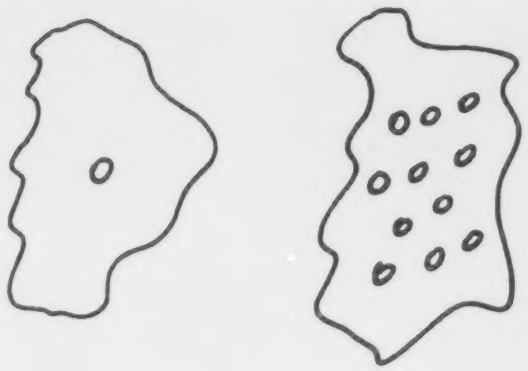
What fact does this suggest about germs that explains why it is so hard to control their spread? _____

They are too small to be seen without a microscope.

(or equivalent response)

55

The picture below shows what happens to one germ in a very short space of time.



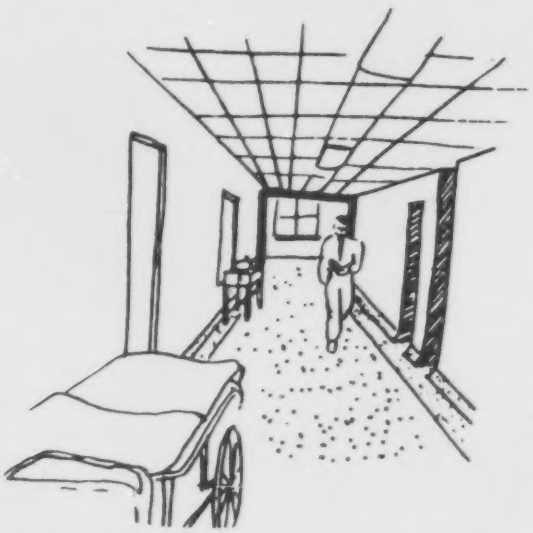
What fact does this suggest about germs that explains why it is so hard to control their spread? _____

They increase very quickly.

(or equivalent response)

56

The picture below shows germs along the floor of an average room.



What fact does this suggest about germs that explains why it is so hard to control their spread? _____

They are everywhere.

(or equivalent response)

57

Answer the following questions by putting an X in the box in front of the right answer.

a. You have trouble seeing germs because:

- ☐ Germs are everywhere
- ☐ Germs cannot be seen without a microscope
- ☐ Germs increase very rapidly

Germs cannot be seen without a microscope

b. You have trouble avoiding germs because:

- ☐ Germs are everywhere
- ☐ Germs cannot be seen without a microscope
- ☐ Germs increase very rapidly

Germs are everywhere

c. There are usually many germs because:

- ☐ Germs are everywhere
- ☐ Germs cannot be seen without a microscope
- ☐ Germs increase very rapidly

Germs increase very rapidly

58

What is the first step leading to the spread of infection? _____

the presence of germs

(or equivalent response)

59 Given the presence of germs, what is the second step leading to the spread of infection? _____	a way for the germs to get from where they are to a person's body (or equivalent response)
60 Once the germs have reached a person's body, what is the next step leading to the spread of infection? _____	a way for the germs to enter into the body (or equivalent response)
61 GIVE three reasons to explain why it is so hard to control the spread of germs. 1. _____ 2. _____ 3. _____	They are so small that they cannot be seen without a microscope. They are everywhere. They increase very quickly. (or equivalent response; any order)

62

Now that you understand what causes the spread of infection and how this is harmful to everyone in the hospital, you can better understand the steps that are generally taken to control the spread of infection. You will better understand the reasons for the things you are already doing as part of your job, and the things you may be taught to do.

The following section will review the principal ways of fighting the spread of germs, and what effect these methods have on the germs.

GO ON TO THE NEXT FRAME

GO ON TO THE NEXT FRAME

63

Germs, like all other living things, need food in order to live, and increase.

Inside a person's body what do the germs use as food? _____

tissues

Outside bodies of people or animals a main source of food for germs is dirt.

Suppose that germs landed on a surface that was completely clean. Which two of the following do you think may happen to them there?

- ☐ they will die
- ☐ they will eat
- ☐ they will grow stronger
- ☐ they will increase very quickly
- ☐ they will stop increasing

they will die

they will stop increasing

64

Starving a germ is very much like starving a person. Sometimes the person will get weak or sick. Sometimes one will die.

When germs get weak or sick they stop increasing.

What are the two things then that may happen to germs if you take away their food?

1. _____

2. _____

They may stop increasing.

They may die.

(or equivalent response)

65

A dirty area is likely to have a lot of germs.

What does the dirty area supply the germs with that they need in order to live and increase? _____

food

Since germs attach themselves to dirt, a good way to control the spread of infection in an area is to scrub and rinse the dirt away.

As you remove the dirt, what else will you be removing? _____

germs

66

Scrubbing and rinsing with water is an important way of preventing the spread of germs. By removing dirt in this way you are accomplishing two things.

You are:

a. Attacking the germs that are on the surface you are cleaning

b. Taking measures against the germs that will later get to the clean surface

In one case, the germs will stop increasing or die because of lack of food.

In the other case, the germs will be flushed down the drain along with the dirt that has been removed.

Which germs will stop increasing or die because of lack of food?

☐ Those on the surface you are cleaning

☐ Those that may later get to the clean surface

Those that may later get to the clean surface

87

67

You remove dirt from the area by scrubbing and rinsing it with water.

The water softens the dirt so that it will flush away.

You often use a detergent which helps to pick up the dirt.

When you pick up the dirt and flush it away, what else are you removing along with it?

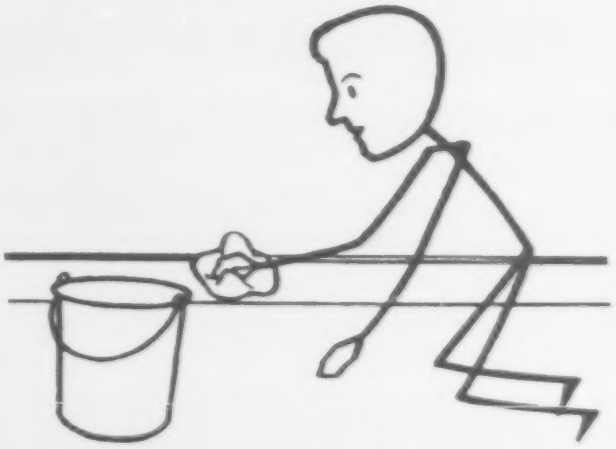
_____

germs

68

You remove dirt from an area by scrubbing and rinsing with water. The germs are then flushed down the drain along with the dirt that has been removed.

COMPARE the two pictures below.



In which case will the germs be flushed down the drain along with the dirt that has been removed?

- ☐ A
- ☐ B

B

89

69 If germs get to the clean surface they may stop increasing and they may die. This is because without dirt the clean surface lacks something which they need in order to live. What does the clean surface lack that the germs need? _____	food
70 Below is a pail of water that a porter has used when scrubbing the floor. The dirty mop was dipped into the pail many times. You can imagine then, that the water is full of dirt and _____ To the right of the pail is the place that the dirty water will be emptied into. What will happen to the dirt and whatever else has been picked up with it? _____ 50	germs It will be flushed down the drain. (or equivalent response)

71

One major way of preventing the spread of germs is scrubbing and rinsing with water.

How does this affect the germs that are on the surfaces you are cleaning?

_____

They are flushed down the drain along with the dirt that has been removed.

(or equivalent response)

If germs get to the clean surface, they may stop increasing and they may die.

Why does this happen to them there?

_____

A clean surface lacks food for them.

(or equivalent response)

72

Another way of preventing the spread of germs is to use chemicals to poison them.

This is called <u>disinfecting</u> ("dis" means to get rid of). If you disinfect an area, which two of the following do you think will happen to the germs in the area?

- ☐ they will die
- ☐ they will grow stronger
- ☐ they will increase very quickly
- ☐ they will stop increasing

they will die

they will stop increasing

73

Another way of disinfecting is to boil an object. The purpose of boiling is to raise the temperature of the object so high that the germs on it will die, since germs, like all other living things, need the right temperatures in order to live and increase. Therefore, raising the temperature of the object does the same thing to germs as does removing their food or poisoning them with chemicals—it makes them stop increasing and causes their death.

Since in your job at the hospital you disinfect mainly by chemicals rather than boiling, in this program we will only talk about chemical disinfecting. You should understand, however, that the reasons for boiling are the same as those for chemical disinfecting.

GO ON TO THE NEXT FRAME

92

74

Disinfectants that you use in the hospital usually contain such poisonous chemicals as phenol or iodine.

What would happen to people if they took such poisonous chemicals in large enough amounts? _____

They would get sick and die.

(or equivalent response)

Since germs are so much smaller than human beings, you can imagine that to affect them in the same way, you need:

- ☐ less of the poisonous chemicals
- ☐ more of the poisonous chemicals
- ☐ the same amount of the poisonous chemicals

less of the poisonous chemicals

75

The disinfectants you use to prevent the spread of infection in the hospital are designed to kill off germs. However, they could, sometimes, be harmful to human beings, if they are not used as directed. directed.

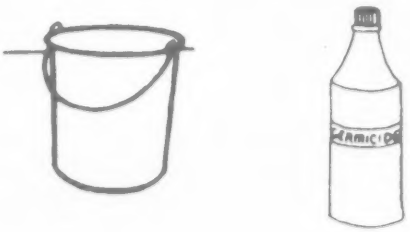
Which of the following statements about disinfectants is correct?

- ☐ They are not harmful to human beings
- ☐ They are only harmful to germs
- ☐ They may be harmful to human beings as well as germs

they may be harmful to human beings as well as germs

76

LOOK AT the picture below. The word "germicide" means germ killer.



The picture suggests the two measures you take to prevent the spread of germs. What are they:

1. _____
2. _____

scrubbing and rinsing with water

disinfecting

77

As you probably know, there are many different kinds of disinfectants, and each has its proper use. The kind of disinfectant to use may depend upon:

- the kind of germ you are fighting
- the kind of area you are disinfecting, its temperature, its surface
- the chemicals that make up the disinfectant

You can imagine then that somebody without special training

☐ could easily choose the right disinfectant to use at all times

☐ would need help in choosing the right disinfectant to use at any time

would need help in choosing the right disinfectant to use at any time

78

It is very important to always use the right disinfectant for the job you are doing. It is also very important to use the right amount of the disinfectant.

Too little disinfectant will not really have an effect on the germs. Too much disinfectant will probably harm the surfaces you are disinfecting, and besides will be a waste of the hospital's money.

When disinfecting an area, then, your rule should be always use:

☐ a small amount of disinfectant
☐ a large amount of disinfectant
☐ the correct amount of disinfectant

the correct amount of disinfectant

79

Since a person without special training cannot know all about the proper use of disinfectants -- which to use, how much to use -- you should always be sure you are following correct instructions in your use of disinfectants.

Instructions for the correct use of disinfectants may be gotten from the:

- manufacturers of the disinfectant
- hospital's sanitation manual
- sanitation supervisor

Where you will get your instructions from depends upon what your job is and in what hospital or home you work. The important thing is that you get the right instructions.

What are two important questions about disinfecting you have to answer in order to properly disinfect an area?

1. _____

2. _____

Which disinfectant to use?

How much to use?

(or equivalent response; any order)

80

There are many other important facts you may have to know about the correct use of disinfectants. For example:

- how to apply the disinfectant
- how long to leave it there

This and other information you should also be able to get from either:

- the manufacturer
- the sanitation manual, or
- the sanitation supervisor

GO ON TO THE NEXT FRAME

GO ON TO THE NEXT FRAME

81

Disinfecting an area is the other major way of preventing the spread of infection. Disinfecting may have the same two affects on germs that taking away their food has on them.

When you disinfect an area, what two effects may this have on the germs there?

1. _____

2. _____

They may stop increasing

They may die

(or equivalent response; any order)

97

82

Usually, before disinfecting an area you will want to scrub and rinse the area with water. The presence of dirt may keep the chemicals in the disinfectant from doing their job Scrubbing and rinsing with water first will remove the dirt.

What effect will scrubbing and rinsing have on the germs? _____

They will be flushed down the drain along with the dirt.

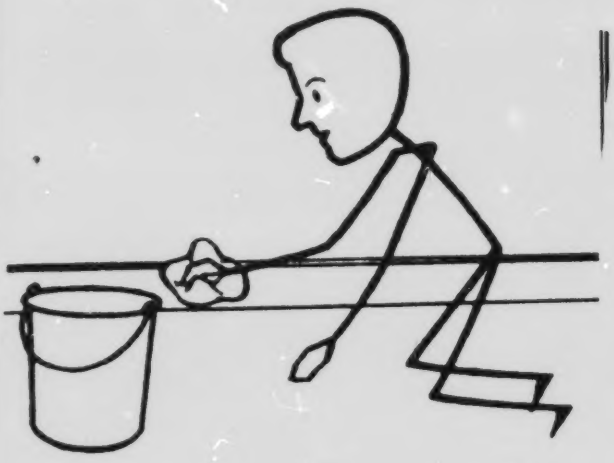
(or equivalent response)

When germs later get to this clean area, they may stop increasing or die because of lack of _____

food

83

LOOK AT the picture



What measure to prevent the spread of infection is the porter in the picture taking? _____

The porter is scrubbing and rinsing with water.

How does this effect the germs on the baseboard being cleaned? _____

They are flushed down the drain along with the dirt that has been removed.

Suppose new germs get to the baseboard. What two things may happen to them there?

1. _____

2. _____

They may stop increasing

They may die

(any order)

Why will this happen? _____

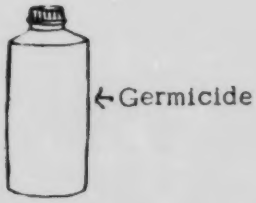
They will lack food.

(or equivalent responses)

99

84

LOOK AT the picture below.



The picture suggests what measure for preventing the spread of infection?

_____

What are two ways in which this may affect germs?

1. _____

2. _____

disinfecting

They may stop increasing

They may die

(or equivalent response, any order)

85

What two measures do you take to prevent the spread of germs?

1. _____

2. _____

scrubbing and rinsing with water

disinfecting

(or equivalent response, any order)

86

As you probably know, the job of keeping an area clean is more or less the same for a hospital as for many other similar buildings, including private homes. But your job as a person who keeps a building clean is more important because it is up to you to see that the hospital or home is a place where sick people can get well.

In the following section you will learn more about why it is important to keep a hospital or home clean.

GO ON TO THE NEXT FRAME

GO ON TO THE NEXT FRAME

87

As you know germs are everywhere. But this does not mean that there are the same number of germs everywhere.

For example, in a hospital, there will be more germs on the floor containing patients with infectious diseases than on the floor containing women who have just given birth.

You can imagine then that a room lived in by an infected person will probably have:

- ☐ fewer germs than a room lived in by a healthy person
- ☐ more germs than a room lived in by a healthy person
- ☐ the same number of germs as a room lived in by a healthy person

more germs than a room lived in by a healthy person

88 As you know, germs are carried about by many different kinds of things. However, they are carried about more by people than by any other type of thing. Who do you think carries about more germs? ☐ infected people ☐ well people	infected people
89 The likelihood of infection spreading depends in part on the number of germs around. In a hospital there may be many infected people. Therefore, the likelihood of infection may be: ☐ greater than in most places ☐ smaller than in most places	greater than in most places

90 The greater the likelihood of the spread of infection the more careful you have to be in fighting it. As you know one of the main methods for preventing the spread of infection is to keep a place clean. Keeping a place clean helps prevent the spread of _____	infection
91 Once germs are present in large enough numbers there is a greater likelihood that some will get to the inside of a person's body. When the body of a healthy person is attacked by germs, it normally fights the germs. Usually, it succeeds in killing off the germs and the person does not become sick. A healthy person is seldom affected by the germs of a sick person. A person who is already sick, however, may not be strong enough to fight back when attacked by new germs. The germs are allowed to increase and cause infection. Therefore, a fresh attack of germs is: ☐ as likely to cause infection in a sick person as in a well person ☐ more likely to cause infection in a sick person than in a well person ☐ less likely to cause infection in a sick person than in a well person 103	more likely to cause infection in a sick person than in a well person

92

LOOK AT the pictures below.

A B

Which person is more likely to be able to fight off germs?

☐ A
☐ B

B

93

If there are many germs around and hospital patients have a low ability to fight germs, then the liklihood of infection is

☐ high
☐ low

high

94

When there is a large number of germs in a hospital, the spread of infection is

☐ more likely

☐ less likely

more likely

95

LOOK AT the picture below.

Why is the person especially likly to become infected if around germs?

_____

The person is sick and probably his/her body is not strong enough to fight off germs.

(or equivalent response)

105

96

Where would the likelihood of infection be greater?

- ☐ in the room of a patient who has the measles
- ☐ in the room of a patient who has just broken his leg

Why is the likelihood greater in the one place than in the other? _____

in the room of a patient who has the measles

The patient with measles is giving off a large number of germs into the room.

(or equivalent response)

97

Infection is especially likely to spread in a hospital because:

- there is an especially large number of germs in the hospital brought in by all the sick people
- the people in the hospital are sick and not able to fight off germs easily

What two things does the likelihood of the spread of infection depend upon?

1. _____
2. _____

the number of germs around

the ability of people to fight off germs

(or equivalent response; any order)

98 Why is it especially important to keep a hospital as clean as possible? _____	The likelihood of infection spreading is especially great there. (or equivalent response)
99 GIVE two reasons to explain why the likelihood of infection spreading is greater in a hospital than in most other places. 1. _____ 2. _____	Infected people bring an especially large number of germs into the hospital. The people in the hospital are already sick and have an especially hard time fighting off germs. (or equivalent response; any order)

100

PREVIEW FRAME

You now understand why it is especially important for you to keep the hospital as clean as possible. It is also important that you understand why you should keep yourself especially clean as well.

The next section will explain why your own cleanliness is so important, and review several measures which you should take to keep yourself clean and free of germs.

GO ON TO THE NEXT FRAME

101

As you know germs are carried about by people, animals and objects. Most infection however, is spread by human beings.

You work in a hospital or private home and are constantly in touch with germs. Therefore, it is very important that you keep yourself as clean as possible. The cleaner you are, the more free of germs you will be.

Suppose you are careless about your cleanliness and allow germs to attach themselves to your skin and your clothes.

As you go about your work, what will you be doing to help spread infection?

_____

You will be carrying germs from place to place.

(or equivalent response)

103

102 By keeping yourself clean, you are not carrying germs from patient to patient. By keeping yourself clean you help control the spread of _____	infection.
103 As you know where there are a lot of germs the likelihood of infection is greater. By keeping yourself clean you are keeping down the number of germs on your own body. The fewer germs on your body, the less the likelihood of germs entering your body to cause infection. In this way, whom are you protecting from infection in addition to the patients? _____	yourself
104 A person who cleans oneself: - is protecting oneself from becoming infected - is keeping oneself from infecting other people As someone who works in a hospital or private home, whom will you be helping by keeping especially clean?	yourself and the patients (or equivalent response)

105

GIVE two reasons why you should take special care to keep yourself clean.

1. _____

2. _____

to protect yourself from becoming infected

to keep yourself from spreading infection among the patients

(or equivalent response; any order)

106

The measures that you take to keep yourself clean and free of germs are similar to the measures you take to keep the hospital clean and free of germs.

Two very important measures are:

- bathing every day
- washing hands often

These remove both dirt and germs.

These measures are similar to which measure that you take to prevent the spread of infection in a hospital?

☐ disinfecting
☐ scrubbing and rinsing with water

scrubbing and rinsing with water

107 Another important measure is using deodorants. Deodorants have chemicals that kill germs and they also cover up any unpleasant odors people may give off. Protecting yourself with deodorants is similar to which infection prevention measure? _____	disinfecting
108 Yet another measure that you should take to keep yourself as clean as possible is to wear clean clothes. Clean clothes are better for preventing the spread of infection than dirty clothes because where there is less dirt there are also fewer _____.	germs
109 Like scrubbing and rinsing a floor with water to control the spread of infection, bathing and washing your hands are also important steps in keeping yourself clean. One should be done at least once every day. The other should be done often throughout the day. When should you wash your hands? _____	often throughout the day (or equivalent response)

110

LOOK AT the picture below.

What is the person doing to keep clean? _____

When should this be done? _____

What other measure of personal cleanliness should you take that is similar to rinsing and scrubbing? _____

How often should this be done? _____

washing his/her hands

often throughout the day

bathing

at least once every day

111

Another measure of personal cleanliness is the use of deodorants.

What do the chemicals in the deodorants do? _____

they kill germs

(or equivalent response)

112

112 Another measure of personal cleanliness has to do with the kind of clothing you wear. What kind of clothing should you wear? _____	clean clothing
113 Here are four measures of personal cleanliness: - bathe every day - wash hands often throughout the day - use deodorants - wear clean clothes Which of these measures acts on your body much as a disinfectant acts on a dish? _____	using deodorants
114 LIST four measures which you as someone who works in a hospital should take to keep as clean as possible. 1. _____ 2. _____ 3. _____ 4. _____ 113	bathe every day wash hands often throughout the day use deodorants wear clean clothes

EXAMINATION

Check or write in the correct answer or answers

1. In what two ways do germs harm the body?

- ☐ destroy tissue
- ☐ make the body cool
- ☐ give off poisons
- ☐ make you tired

2. Where does infection take place?

- ☐ in the air
- ☐ in a persons body
- ☐ on a glass

3. What happens to the germs when infection takes place?

- ☐ they get sick
- ☐ they increase
- ☐ they die

4. What are three ways in which germs enter a person's body?

- ☐ ears
- ☐ eyes
- ☐ open wound
- ☐ skin
- ☐ mouth
- ☐ nose

EXAMINATION (continued)

5. Why must germs be carried around in order to get from one place to another?

- ☐ they have no means of moving themselves
- ☐ they are lazy
- ☐ they are small

6. Name at least four different kinds of things that carry germs from one place to another?

7. What are two ways in which a sick person can spread germs to another person?

8. Why is it hard to tell whether you have really gotten rid of the germs in a certain area?

9. As a sanitarian aide, what two things must you do in your cleaning to prevent the spread of germs in a certain area?

- ☐ Scrubbing and rinsing with water
- ☐ get to work on time
- ☐ scrub real hard
- ☐ disinfect
- ☐ put your tools away

EXAMINATION (continued)

10. When germs are outside a living body, what do they use as food?

11. What two things may happen if their food is taken away?

12. Why is it especially important to keep a hospital or home as clean as possible?

- ☐ Your supervisor likes it that way
- ☐ You might lose your job if it isn't clear
- ☐ To prevent infection as much as possible

13. You are a sanitarian aide in the hospital. Give <u>two</u> reasons why you should take special care to keep yourself clean.

- ☐ To keep your job
- ☐ Protect yourself from being infected
- ☐ Your employer wants you to
- ☐ To keep from infecting others

14. You are a housekeeper in the hospital. Name <u>three</u> things which you should do in order to keep yourslef as clean as possible.

- ☐ Bathe every day
- ☐ Change your clothes
- ☐ Use a deodorant
- ☐ Wash your hands often
- ☐ Get plenty of sleep

ANSWERS

1. Destroy tissue
   Give off poisons

2. In a person's body

3. they increase

4. open wound
   mouth
   nose

5. they have no means of moving themselves

6. air, water, dust, people, insects, animals

7. Direct contact - by touching
   Indirect contact - touching something someone else has touched

8. you can't see them without a microscope

9. Scrub and rinse with water
   Disinfect

10. dirt

11. stop increasing
    die

12. to prevent infection as much as possible

ANSWERS (continued)

13. Protect yourself from being infected to keep from infecting others

14. Bathe every day
Use a deodorant
Change your clothes
Wash your hands often

* U. S. GOVERNMENT PRINTING OFFICE : 1971 O - 423-141

REFERENCE*

*U.S. Department of Health, Education and Welfare. Principles of Infection Control in Health Facilities. Washington: Government Printing Office, 1971.

*Indicates materials that do not bear a copyright notation.

Module Topic: The Importance of Keeping It Clean

Generalization: *Sanitary cleaning equipment can help prevent the spread of harmful germs when cleaning in a private home or hospital.*

Instructional Objectives:

1. Given programmed instruction on the importance of keeping it clean, write responses in all spaces provided on pages 83-110. The trainee will obtain 30 correct responses out of 37 frames, or 80 percent correct answers.

2. Given a role playing situation, cleaning supplies, equipment and surfaces to be cleaned, demonstrate how to clean surfaces using basic sanitation procedures. A checklist will be used to rate performance of trainee. All items must be answered with a YES rating.

Competencies	Criterion-Referenced Measures
1. Employs basic sanitation procedures for cleaning surfaces.	1. Writing correct responses to all appropriate questions in programmed material on the importance of cleanliness. 2. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist."

INSTRUCTOR'S CHECKLIST

Check the trainee's performance in the following elements of cleaning surfaces using basic sanitation procedures. Circle YES if the point was fully covered, ? if partially covered, NO if not covered, or N/A if not applicable.

The trainee:

1. used clean water when cleaning . . . . . YES ? NO N/A
2. used clean cloth when cleaning . . . . . YES ? NO N/A
3. used clean bucket when cleaning . . . . . YES ? NO N/A
4. used clean rubber gloves when cleaning . . . . . YES ? NO N/A
5. cleaned equipment immediately when through using it . YES ? NO N/A
6. stored equipment neatly in a clean closet . . . . . YES ? NO N/A
7. stored equipment immediately after completing assigned task . . . . . YES ? NO N/A

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainee complete Section 2.*	- Sanitarian Aide Programmed Course, pp. 83-110	

*Frames 1-18 of Section 2 of this material were pilot tested by research project personnel.

SECTION 2:

THE IMPORTANCE OF KEEPING IT CLEAN

1 As a sanitarian aide, it is your job to keep the hospital and private home clean. The care and storage of the equipment that you will use to clean will become very important to you because it will help you do your job better. You will be given your daily sanitary cleaning equipment and a place where you will keep it. This section will teach you some beginning information about the care and upkeep of your daily sanitation equipment and storage closet. Your supervisor will tell you the rest and will be glad to answer any questions while you are working in this book. *No answer needed.*	*Please go on to number 2.*
2 As a sanitarian aide, you are employed in a in a private home or are part of a hospital staff. You share in the hospital's main job of helping sick people get well. People often get sick with infections. When someone has an infection, it means that a harmful germ has gotten inside the body and is growing there. Harmful germs ☐ can grow inside a human body. ☐ never grow inside a human body.	can grow inside a human body.

3

Harmful germs live and grow outside the human body, too. They live and grow on objects, too. Harmful germs live on tables, floors, vacuum cleaners and mop heads. It is not until these harmful germs get inside a human body that an infection can begin.

In which of these places could there be an infection? *(Check two answers.)*

- ☐ A stomach.
- ☐ In the air.
- ☐ On food.
- ☐ On the floor.
- ☐ In a cut.
- ☐ On bed linen.

A stomach.

In a cut.

In which of these places could there be germs?

- ☐ Bed linen.
- ☐ Food.
- ☐ A person's mouth.
- ☐ In the air.
- ☐ On the floor.
- ☐ All of the above.

All of the above.

4

Harmful germs get into the human body through body openings. The mouth is a body opening. So is a cut.

Once harmful germs are inside the human body, they grow by feeding on body tissue.

The increase of harmful germs inside the human body is called infection.

Infection takes place:

- ☐ wherever there are harmful germs.
- ☐ only inside the human body.
- ☐ outside the human body.

only inside the human body.

7 If a person has an infection, it means that: ☐ harmful germs are growing inside his/her body. ☐ harmful germs are near him/her. ☐ harmful germs are on objects around him/her.	harmful germs are growing inside his/her body.
8 Harmful germs can get inside people's bodies and not grow there. Infection does not take place until harmful germs start to grow. All healthy people have some harmful germs inside their bodies. A healthy body doesn't let harmful germs grow inside it. A clean and healthy body fights off harmful germs. Harmful germs: ☐ never get in a healthy body. ☐ do not grow in a healthy body. A healthy body: ☐ has no harmful germs. ☐ fights off harmful germs. 128	do not grow in a healthy body. fights off harmful germs.

12 Sick people can't fight off harmful germs once they get inside their bodies. It is, therefore, very important to keep harmful germs away from sick people. One way of doing this is to keep the areas around sick people very clean. Harmful germs are more dangerous to: ☐ a sick person. ☐ a healthy person.	a sick person.
13 Infection means that: ☐ harmful germs are growing inside the human body. ☐ harmful germs are growing outside the human body. ☐ harmful germs are inside the body and are not growing. ☐ harmful germs are outside the human body and are not growing. 129	harmful germs are growing inside the human body.

14

Harmful germs live outside the human body, too. They live in the air, on tables and chairs, on bed linen.

When outside the human body, harmful germs live best in dirty places.

Which two of these places are best for harmful germs to live in?

- ☐ A dirty floor.
- ☐ A clean floor.
- ☐ A sick person's sheets.

A dirty floor.

A sick person's sheets.

15

Dirty **sanitation** equipment has more harmful germs than clean **sanitation** equipment.

Which of the following items of **sanitation** equipment have more harmful germs?

- ☐ A dirty **cloth.**
- ☐ A clean mop head.
- ☐ A dirty bucket and wringer.
- ☐ A clean vacuum cleaner.
- ☐ Unwashed rubber gloves.

A dirty **cloth.**

A dirty bucket and wringer.

Unwashed rubber gloves.

16

The more harmful germs there are around a sick person, the greater the chances of some of the harmful germs getting inside the body and causing an infection.

Sanitation equipment can be a cause of infection in a hospital when it is:

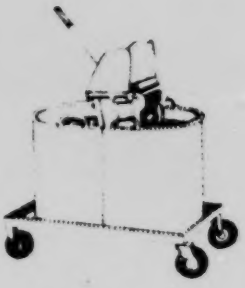
- ☐ broken.
- ☐ old.
- ☐ dirty.

dirty.

131

17

If you bring dirty equipment into a patient's room or a hospital corridor you will bring harmful germs closer to sick people. Dirty hospital equipment is dangerous for this reason.



A

B

Which equipment could cause infection?

- ☐ A.
- ☐ B.

B.

Cleaning a hospital with dirty equipment is dangerous because it:

- ☐ takes longer.
- ☐ annoys the patient.
- ☐ may cause infection.

may cause infection.

132

18 Sanation equipment can: ☐ cause infection if it is clean. ☐ never cause infection. ☐ cause infection if it is dirty.	cause infection if it is dirty.
19 Harmful germs live better in wet, dirty places. Imagine that you have brought a dirty, wet mop to your storage closet at the end of the day and left it there overnight. When you come back to your storage closet the next morning, the dirty mop you left standing overnight will have: ☐ just the same amount of harmful germs. ☐ fewer harmful germs. ☐ more harmful germs.	more harmful germs.

20 Remember, harmful germs have a greater chance of living and growing on dirty equipment. It is best to clean your equipment as soon as you bring it back to your storage closet at the end of your shift. If you leave dirty equipment overnight and wait until the beginning of your next shift to clean it, harmful germs will have grown on it. You should clean your equipment at the end of your shift before you store it in order to: ☐ stop harmful germs from growing. ☐ stop it from wearing out. ☐ stop it from getting broken.	stop harmful germs from growing.
21 Harmful germs will grow and increase on dirty, wet places or on dirty equipment. They will not grow on clean equipment. Your storage room should always have clean equipment in it. (Check two answers.) You should, therefore, clean your equipment: ☐ at the end of your shift. ☐ at the beginning of your shift. ☐ before you store it. If dirty housekeeping equipment is left overnight in a storage closet: ☐ harmful germs will grow on the equipment. ☐ harmful germs will not grow on the equipment. 134	at the end of your shift. before you store it. harmful germs will grow on the equipment.

22

You should clean your sanitation equipment:
(Check two answers.)

- ☐ at the beginning of your shift.
- ☐ before it is stored.
- ☐ at the end of your shift.

135

before it is stored.

at the end of your shift.

23

Harmful germs do not move from place to place by themselves. Air and dust carry harmful germs.

If a storage closet is dirty, it has harmful germs. Air or dust will carry the harmful germs in the storage closet on to clean equipment.

In order to keep sanitation equipment that you have already cleaned free from harmful germs:

- ☐ you must put it in a clean storage closet.
- ☐ you may leave it anywhere.
- ☐ you may put it in a dirty storage closet.

you must put it in a clean storage closet.

A clean storage room:

- ☐ will stop harmful germs from growing on dirty equipment.
- ☐ will keep clean equipment clean.

will keep clean equipment clean.

24 Air and dust carry harmful germs. Other things in the hospital or private home that carry harmful germs are water, dirty sanitation equipment, and people. *No answer needed.*	*Go on to number 25.*
25 Imagine that you have cleaned your equipment at the end of your shift. You are ready to put it away. But the storage closet is dirty. The floors haven't been mopped. The shelves are dusty. If you put clean equipment in a dirty storage closet: ☐ the clean equipment will stay clean. ☐ the clean equipment will get dirty. 137	the clean equipment will get dirty.

26

You should keep your storage closet clean so that clean equipment will stay clean.

If clean equipment gets dirty:

- ☐ it will be harder to find.
- ☐ harmful germs will live on it.
- ☐ it will break more easily.

harmful germs will live on it.

27

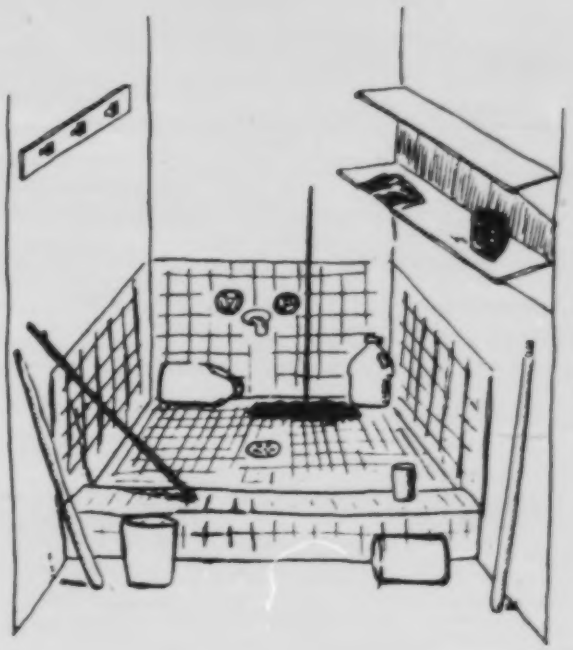
A storage closet should be kept clean so that:

- ☐ things will be easy to find.
- ☐ clean equipment will not get dirty.
- ☐ equipment will not get broken.

clean equipment will not get dirty.

28

Look at this storage closet.



The equipment and the storage closet have been cleaned but the storage closet is still messy.

The storage closet is not neat because none of the equipment or supplies is in its own place.

If a storage closet is kept like the one above:

- ☐ the equipment and supplies are easy to find.
- ☐ the equipment and supplies are hard to find.

139

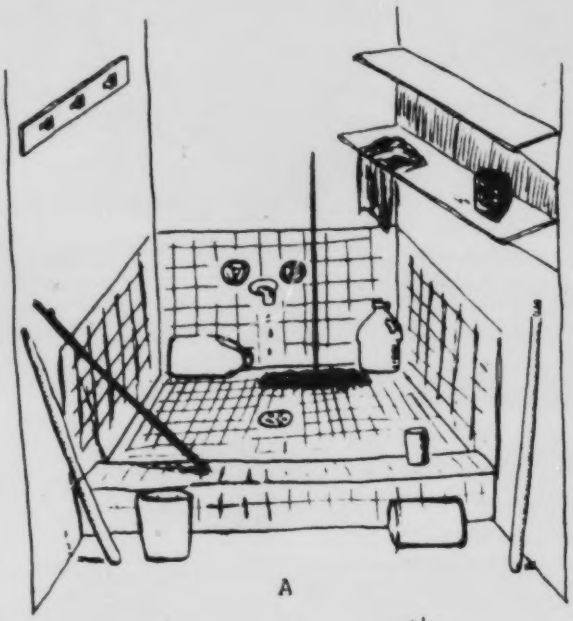
the equipment and supplies are hard to find.

29

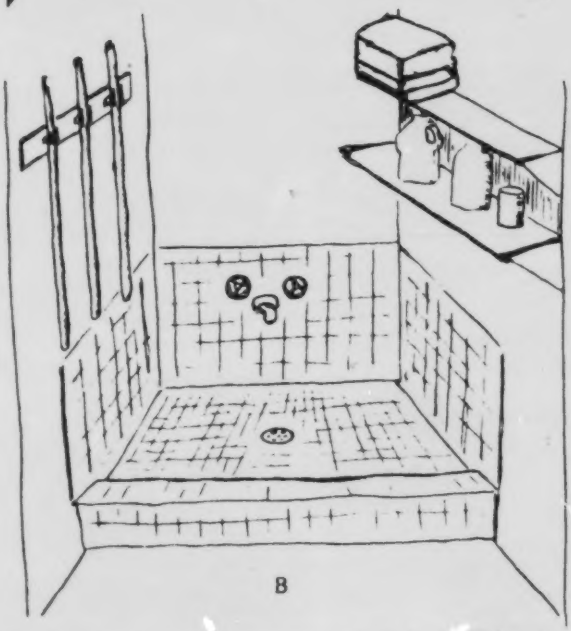
Putting each thing in its own place in your storage closet helps you when you check your supplies to see whether you need new equipment.

Look at the pictures on the next page.

29 (continued)



A



B

In which storage closet would it be easier to find a clean mop head?

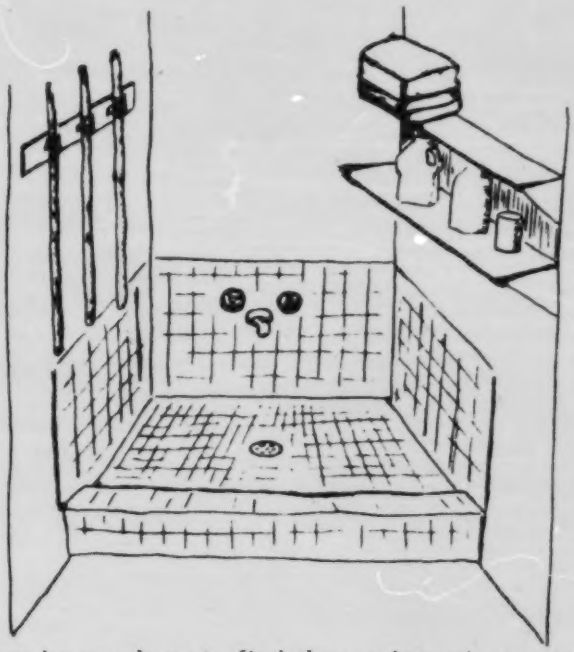
- ☐ Closet A.
- ☐ Closet B.

141

Closet B.

30

If a storage closet is kept in good order, it is easier to find equipment.



If you know where to find the equipment you need to take with you when you start your shift, you will save time.

When a storage closet is clean and neat, it means that it is:

- ☐ easier to find things.
- ☐ without germs.
- ☐ Both answers are correct.

142

Both answers are correct.

31

The most important part of taking care of sanitation equipment is doing these things every day.

You have to clean your sanitation equipment every day.

You have to put all your equipment and supplies in their own places every day.

Caring for sanitation equipment and cleaning a storage closet is a job:

- ☐ to be done every day.
- ☐ to be done once a week.

to be done every day.

143

32

As you know, the job of a hospital is to help sick people get well.

Sick people are already weak. They are less able to fight off harmful germs than healthy people.

By helping to keep the area around sick people free from harmful germs, you are helping the hospital do its job. You are protecting sick people from harmful germs that could cause infections.

A sanitarian aide helps the hospital do its job by:

- ☐ cleaning equipment every day.
- ☐ cleaning storage room every day.
- ☐ keeping storage closet neat.
- ☐ all three answers.

all three answers.

33

When you start a shift with clean equipment, there is less chance of your bringing harmful germs to a patient area.

A sanitarian aide who uses clean equipment

- ☐ helps protect sick people from harmful germs.
- ☐ has nothing to do with protecting sick people from harmful germs.

145

helps protect sick people from harmful germs.

34

A hospital depends on many people to do their jobs well and on schedule.

If a storage closet is messy, you might have to spend extra time looking for the equipment you need to take with you on your shift.
(Check two answers.)
If you have a clean and neat storage closet:

- ☐ you can do your work faster.
- ☐ you don't have to clean as much.
- ☐ you can start your hospital work on time.

you can do your work faster.

you can start your hospital work on time.

35

If a storage room is kept neat and clean:

- ☐ it is easier to find things.
- ☐ there are no harmful germs.
- ☐ clean equipment left overnight will not get dirty.
- ☐ All of the above are correct.

All of the above are correct.

36

If you as a sanitarian aide do not take care of your equipment and storage closet, nobody will.

Your storage closet and your equipment are your responsibility. Taking care of them is as much a part of your job as cleaning the hospital or private home.

Which of the following members of the hospital staff has to take the time to clean the storage closet?

- ☐ Sanitarian aide.
- ☐ Sanitarian supervisor.
- ☐ Nurse's aide.

Sanitarian aide.

37 A sanitarian aide who keeps the storage closet clean and neat is a good worker when he/she is ☐ making sure he/she won't get fired. ☐ helping the hospital do its job. ☐ taking care of the things that are needed to do a good job.	taking care of the things that are needed to do a good job.
38 Your three main jobs in caring for sanitation equipment are: (Check three answers.) ☐ repairing and storage. ☐ repairing and cleaning. ☐ cleaning equipment. ☐ storing them neatly. ☐ cleaning storage closet. 143	cleaning equipment. storing them neatly. cleaning storage closet.

SECTION I

FINAL EXAMINATION

Some of the questions need more than one answer. When they do, the instructions will tell you how many answers are needed.

1. Infection means that:

   a. ☐ harmful germs are growing inside the human body.

   b. ☐ harmful germs are growing outside the human body.

   c. ☐ harmful germs are inside the human body and not growing.

   d. ☐ harmful germs are outside the human body and not growing.

2. You should clean your equipment:

   (Check two answers.)

   a. ☐ at the beginning of your shift.

   b. ☐ before it is stored.

   c. ☐ at the end of your shift.

3. Sanitarian equipment can:

   a. ☐ spread harmful germs if it is clean.

   b. ☐ never spread harmful germs.

   c. ☐ spread harmful germs if it is dirty.

4. A storage closet should be kept clean and neat so that:

(Check three answers.)

a. ☐ things will be easy to find.

b. ☐ clean equipment will not get dirty.

c. ☐ equipment will not get broken.

d. ☐ a sanitarian aide's job will be easier.

5. In order to take good care of housekeeping equipment you have to:

(Check three answers.)

a. ☐ keep it in a clean storage closet.

b. ☐ clean it every day.

c. ☐ clean hospital floors.

d. ☐ put it away neatly.

e. ☐ clean the patients' rooms.

6. You have to do these jobs:

(Check two answers.)

a. ☐ once a week.

b. ☐ every day.

c. ☐ at the beginning of your shift.

d. ☐ at the end of your shift.

7. A sanitarian aide who takes care of the storage closet and equipment

a. ☐ is helping to keep harmful germs away from sick people.

b. ☐ is not helping to keep harmful germs from sick people

SECTION I

FINAL EXAMINATION

ANSWER KEY

1. a
2. b, c
3. c
4. a, b, d
5. a, b, d
6. b, d
7. a

Module Topic: Taking Care of Your Equipment

Generalization: *Dirty sanitation equipment has more harmful germs than clean sanitation equipment. Soaps and detergents do not kill harmful germs. A germicide, mixed with water, is used to kill harmful germs on equipment.*

Instructional Objectives:

1. Given programmed instruction on taking care of your equipment, write responses in all spaces provided on pages 112-130. The trainee will obtain at least 20 correct responses out of 25 frames, or 80 percent correct answers.

2. Given 5 simulated pieces of sanitation equipment requiring proper care, write a one-page paper indicating how to properly care for the equipment to the instructor's satisfaction.

Competencies	Criterion-Referenced Measures
1. Take proper care of sanitation equipment.	1. Writing correct responses to examination questions on the care of sanitation equipment.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainee complete Section 3.*	- Sanitarian Aide Programmed Course, pp. 111-130	

*Frames 1-13 of Section 3 of this material were pilot tested by research project personnel.

SECTION 3:

TAKING CARE OF YOUR EQUIPMENT

1 You have learned the reasons for keeping your sanitation and storage closet clean and neat. In this section you will learn how to clean some of the equipment in your storage closet. You will also learn the order you should follow in cleaning your storage closet and equipment. *No answer needed.*	*Go on to number 2.*
2 Soaps and detergents do not kill harmful germs. A germicide (GERM-ma-cide), mixed with water, is used to kill harmful germs. As a sanitarian aide, you will clean with soap and water or with a germicide solution. What does a germicide solution do that soap and detergents do not do? ☐ Removes dirt. ☐ Kills harmful germs.	Kills harmful germs.

3 **The strength of a cleaning solution depends on how much germicide is used.** **When you use a germicide to prepare a cleaning solution:** ☐ it does not matter how much germicide you use. ☐ it does matter how much germicide you use.	it does matter how much germicide you use.
4 If you use too much germicide, the cleaning solution will be too strong. If you use too little germicide, the cleaning solution will be too weak. During this training period, your supervisor will tell you the amount of germicide you should use for cleaning floors and sanitation equipment. In preparing your cleaning solution, you must be sure to use: ☐ the right amount of germicide for the job. ☐ the amount your supervisor tells you to use. ☐ Both of these are correct.	Both of these are correct.

5

When you prepare your mop water using a germicide, you should:

- ☐ use more germicide than you need.
- ☐ use as little germicide as possible.
- ☐ make sure you are using the right amount of germicide.

make sure you are using the right amount of germicide.

153

6

When you bring your wringer and bucket back to your storage closet after a day's work it will be dirty. It will have germicide solution in it that has been used to mop floors. You will use this solution to mop the storage room floor.

You must clean a wringer and bucket by washing it with a fresh germicide solution.

Before you can clean a wringer and bucket, you have to pour out the used germicide solution that is in it.

The first thing you should do when you bring your wringer and bucket to the storage closet is mop the storage closet floor. Then you should:

- ☐ prepare a fresh germicide solution in the bucket.
- ☐ throw out any used germicide solution that is in the bucket.

throw out any used germicide solution that is in the bucket.

After you have poured out the used germicide solution from a bucket:

- ☐ you don't have to do anything else.
- ☐ you have to prepare a new germicide solution.

you have to prepare a new germicide solution.

7 You always use a fresh germicide solution to clean your bucket and wringer. You prepare this solution by: ☐ adding more germicide to mop water that is already in the bucket and wringer. ☐ rinsing bucket and wringer. ☐ mixing the correct amount of germicide and water.	mixing the correct amount of germicide and water.
8 You prepare a fresh germicide solution to clean your bucket and wringer: ☐ after you have mopped your storage closet floor. ☐ before you have mopped your storage closet floor.	after you have mopped your storage closet floor.

9 *Put these two steps in correct order by writing 1 or 2 in front of them.* _____ Clean bucket and wringer. _____ Mop storage room floor.	 2 1
10 Imagine that it is the end of your shift. Your pail is full of dirty mop water. You mop the storage room floor and then pour the dirty mop water out. Then you mix a new germicide solution. You clean a bucket and wringer by: ☐ washing it with new germicide solution. ☐ rinsing it with clean water. ☐ washing it with used germicide solution. ☐ throwing out used germicide solution and letting it dry.	 washing it with new germicide solution.

11 You do not have to clean your bucket and wringer every time you change your mop water during your shift. You only have to clean your bucket and wringer at the end of your shift. You should clean your bucket and wringer: (Check two answers) ☐ at the end of your shift. ☐ whenever you change mop water. ☐ at the beginning of your shift. ☐ after you have mopped your storage closet floor.	at the end of your shift. after you have mopped your storage closet floor.
12 You have to clean your bucket and wringer: ☐ once a day. ☐ every time you bring it to the storage closet.	once a day.

13

You clean a wringer and bucket by:

- ☐ rinsing it with clean water.
- ☐ washing it with new germicide solution.
- ☐ washing it with used germicide solution.

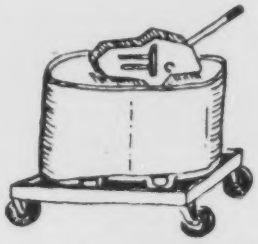
washing it with new germicide solution.

14

Remember, harmful germs grow best in wet places.

After you have washed the bucket and wringer with fresh germicide solution, you should turn it upside down so that it will dry.

It should look like this:



The best way to dry a bucket and wringer is to:

- ☐ hang it on a nail.
- ☐ leave it standing.
- ☐ turn it upside down.

turn it upside down.

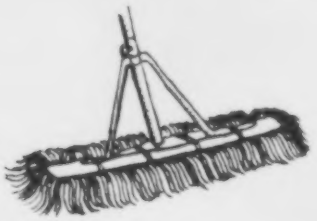
15 You dry your bucket and wringer by turning it upside down. Then you wipe the outside with a cloth. The reason for turning a bucket and wringer upside down is to: ☐ dry it. ☐ save space.	dry it.
16 You dry a bucket and wringer by: ☐ turning it upside down. ☐ letting it stand in the air. ☐ hanging it up.	turning it upside down.

17

You will probably get the storage closet floor wet while you are cleaning the bucket and wringer. You should dry the storage closet floor after you have cleaned the bucket and wringer.

You will have different kinds of mops in your storage closet.

A
WET MOP



B
DUST MOP

Which kind of mop head should you use to mop and dry the storage closet floor?

☐ A.

☐ B.

A.

This kind of mop is called a:

☐ wet mop.

☐ dust mop.

wet mop.

18

After you have cleaned your bucket and wringer, you should dry the storage room floor. Then you should send the dirty mop head, along with all other used cloths and mop heads, to the laundry.

You should dry your storage room floor:

- ☐ before you wash and dry your bucket and wringer.
- ☐ after you wash and dry your bucket and wringer.

after you wash and dry your bucket and wringer.

Show the correct order of these three steps by writing 1, 2, or 3 in the blank next to each step.

____ Clean bucket and wringer.	2
____ Mop storage closet floor.	1
____ Dry storage closet floor.	3

19 After you have mopped your storage closet floor, cleaned your bucket and wringer and dried the floor, you should hang all mop handles on the wall and then send all your dirty mop heads and cloths to the laundry. After you dry your storage room floor, the next thing you should do is: ☐ wash the dirty mop head. ☐ send the dirty mop head and cloths to the laundry. ☐ hang the mop head to dry. ☐ hang all mop handles on the wall.	hang all mop handles on the wall.
20 You have mopped the storage closet floor, cleaned and dried the bucket and wringer and dried the storage closet floor. You should hang all mop handles on the wall: ☐ before you send mop heads to laundry. ☐ after you send mop heads to laundry.	before you send mop heads to laundry.

21 All used cloths and mop heads should be sent to the laundry. You should not wash them yourself or leave them to dry in the storage closet. You should send all used mop heads and cloths to the laundry: ☐ after you have dried the storage closet floor. ☐ after you have cleaned your bucket and wringer. ☐ as soon as you have finished mopping the storage closet floor. ☐ after you have dried the storage closet floor and hung the mop handles on the wall.	after you have dried the storage closet floor and hung the mop handles on the wall.
22 You have done the following jobs: 1. Mopped the storage room floor. 2. Cleaned bucket and wringer. 3. Dried storage room floor. Put these two steps in correct order by writing 4 or 5 in front of them. _____ Send your mop head to the laundry. _____ Hang your mop handle on the wall.	5 4

23 All used cloths and mop heads should be: ☐ washed in germicide solution. ☐ hung to dry. ☐ sent to the laundry.	sent to the laundry.
24 You should hang all mop handles on the wall. This keeps the storage closet neat and orderly. Before you leave a storage closet, mop handles should be: ☐ in a corner. ☐ in a pail. ☐ hung on the wall.	hung on the wall.

25

In what order should you perform these jobs?

Number the steps from 1 to 5.

_____ Hang mop handles on wall.	4
_____ Mop storage closet floor.	1
_____ Clean bucket and wringer.	2
_____ Send soiled mop heads and cloths to laundry.	5
_____ Dry storage closet floor.	3

SECTION II

FINAL EXAMINATION

1. When you use a germicide for cleaning equipment you should:

   a. ☐ use as little as possible.

   b. ☐ use more than enough.

   c. ☐ use the amount your supervisor tells you.

2. You clean a wringer and bucket by:

   a. ☐ rinsing it with fresh water.

   b. ☐ washing it with fresh germicide solution.

   c. ☐ pouring out used mop water.

3. You dry a bucket by:

   a. ☐ turning it upside down.

   b. ☐ hanging it on a nail.

   c. ☐ letting it stand.

4. Before you leave a storage room, mop handles should be:

   a. ☐ placed in a corner.

   b. ☐ placed in a pail.

   c. ☐ hung on the wall.

5. All used cloths and mop heads should be:

   a. ☐ washed in germicide solution.

   b. ☐ hung to dry.

   c. ☐ sent to the laundry.

6. In what order should you perform these jobs?

   Number these steps from 1 to 5.

   _____ Mop storage closet floor.

   _____ Send soiled cloths and mop heads to laundry.

   _____ Clean wringer and bucket.

   _____ Hang mop handles.

   _____ Dry storage closet floor.

SECTION II

FINAL EXAMINATION

ANSWER KEY

1. c

2. b

3. a

4. c

5. c

6. 1
   5
   2
   4
   3

U.S. GOVERNMENT PRINTING OFFICE : 1971 O - 423-005

Module Topics: Sanitarian Aide On-the-Job Experiences

Generalization: *Sanitarian Aide On-the-Job Experiences offer the trainee an opportunity to work on the job under the direct supervision of either an instructor or a supervisor. The trainee follows a training plan prepared by trainee and instructor which contains tasks to be performed relating to the work of a sanitarian aide.*

Instructional Objective:

1. Given a training plan and instructions, follow the plan and perform all tasks for a sanitarian aide. Performance of tasks will be rated by the instructor using the checklist on pages 134-136 of the programmed course. All items must be rated satisfactory or excellent.

Competencies	Criterion-Referenced Measures
1. Apply sanitation principles when performing tasks.	1. Performance of tasks in eleven areas related to the work of a sanitarian aide. 2. Use sanitarian aide training plan checklist on pp. 134-136 to rate trainee's performance. All items on the checklist must be rated satisfactory or excellent by the instructor.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainee complete all on-the-job experiences in the training plan at a satisfactory level of achievement.*	- Sanitarian Aide Programmed Course, pp. 138-139	- Checklist for On-the-Job Experiences
- Present Certificates of Achievement for Sanitarian Aide to trainees upon satisfactory completion of the course, signed by instructor/supervisor.		- Certificates of Achievement

*Tasks 3 and 4 of the Sanitarian Aide Training Plan were pilot tested by research project personnel.

APPENDIX G

SANITARIAN AIDE

ON-THE -JOB EXPERIENCES

INSTRUCTIONS

TO THE TRAINEE - Review the ON-THE-JOB EXPERIENCES presented on the training plan for Sanitarian Aide. Plan with your supervisor how you will complete each of the tasks at your training station. Rate yourself on each task after you complete it. Next, ask your supervisor to rate you, too. Repeat any experiences for which you receive an unsatisfactory rating by your supervisor. When all on-the-job experiences are rated satisfactory or better, you have finished the course for Sanitarian Aide.

GOOD LUCK!

TO THE SUPERVISOR - Review the ON-THE-JOB EXPERIENCES presented on the training plan with the trainee. Plan with the trainee how each experience can be completed. Give the trainee a rating for each task after it is completed. Ask the trainee to repeat any experiences if an unsatisfactory rating is given. Point out how a better job can be done. When all on-the-job experiences are rated satisfactory or better, complete a Certificate of Achievement for Sanitarian Aide and congratulate the trainee for a job well done.

SANITARIAN AIDE TRAINING PLAN

On-the-Job Experiences

ON-THE-JOB EXPERIENCES	LEVEL OF ACHIEVEMENT E - Excellent S - Satisfactory U - Unsatisfactory	
	Rating of Trainee	Rating of Supervisor
1. Disinfects by means of boiling.		
2. Disinfects by means of chemical method.		
3. Maintains a sanitary environment by foreseeing potential health hazards.		
4. Maintains a safe environment by checking for: a. fire hazards b. presence of fire fighting equipment		
5. Demonstrates ability to use. fire fighting equipment.		
6. Maintains a safe environment by checking for and reporting to officials unsafe electrical hazards.		

ON-THE-JOB EXPERIENCES	Rating of Trainee	Rating of Supervisor
7. Demonstrates sanitary procedures for:		
a. dusting		
b. washing		
c. vacuuming		
d. sweeping		
e. mopping		
f. scrubbing surfaces lightly		
g. scrubbing surfaces deeply		
h. buffing		
i. finishing		
j. stripping		
k. shampooing upholstery		
8. Cleans special surfaces such as:		
a. carpet		
b. walls		
c. ceiling		
d. windows		
e. light fixtures		
f. window shades		
g. Venetian blinds		
h. lamp shades		
i. radiators & air conditioners		
j. laundry chutes		
k. linen hampers		
l. refuse receptacle		
9. Cleans patient units		
a. which are occupied		
b. which are unoccupied		
c. discharge		
d. bedmaking		
e. bathrooms		

ON-THE-JOB EXPERIENCES	Rating of Trainee	Rating of Supervisor
f. screens		
g. lounges		
h. corridors		
i. stairways		
j. draperies		
10. Demonstrates isolation procedures for:		
a. handling contaminated articles		
b. handling contaminated trash		
c. handling contaminated linen		
d. handling contaminated mattresses		
e. cleaning discharge unit		
f. handwashing		
g. handling waste materials		
11. Cares for equipment such as		
a. basic santiary tools		
b. manually operated equipment		
c. power operated equipment		

CERTIFICATE OF ACHIEVEMENT

SANITARIAN AIDE

THIS IS TO CERTIFY THAT _____

HAS SATISFACTORILY COMPLETED THE TRAINING PROGRAM

FOR SANITARIAN AIDE.

SIGNED _____

(Sanitarian Supervisor)

DATE _____

SANITARIAN AIDE TRAINING PLAN

Checklist for On-the-Job Experiences

Tasks Completed	Supervisor's Rating	
	Satisfactory	Excellent
1. Disinfects by means of boiling.		
2. Disinfects by means of chemical method.		
3. Maintains a sanitary environment by foreseeing potential health hazards.		
4. Maintains a safe environment by checking for: a. fire hazards b. presence of fire fighting equipment		
5. Demonstrates ability to use fire fighting equipment.		
6. Maintains a safe environment by checking for and reporting to officials unsafe electrical hazards.		
7. Demonstrates sanitary procedures for: a. dusting b. washing c. vacuuming d. sweeping e. mopping f. scrubbing surfaces lightly g. scrubbing surfaces deeply n. buffing i. finishing j. stripping k. shampooing upholstery		
8. Cleans special surfaces such as: a. carpet b. walls c. ceiling d. windows e. light fixtures f. window shades g. Venetian blinds h. lamp shades i. radiators & air conditioners j. laundry chutes k. linen hampers l. refuse receptacle		

Tasks Completed	Supervisor's Rating	
	Satisfactory	Excellent
9. Cleans patient units		
a. which are occupied		
b. which are unoccupied		
c. discharge		
d. bedmaking		
e. bathrooms		
f. screens		
g. lounges		
h. corridors		
i. stairways		
j. draperies		
10. Demonstrates isolation procedures for:		
a. handling contaminated articles		
b. handling contaminated trash		
c. handling contaminated linen		
d. handling contaminated mattresses		
e. cleaning discharge unit		
f. handwashing		
g. handling waste materials		
11. Cares for equipment such as		
a. basic sanitary tools		
b. manually operated equipment		
c. power operated equipment		

Sanitarian training program developed by the Vocational Technical Division, Virginia Polytechnical Institute and State University, 1978.

REFERENCES

Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington: Robert J. Brady Company, 1967.

Hospital Research and Educational Trust. Training and Housekeeping Aide. Washington: Robert J. Brady Company, 1967.

U.S. Department of Health, Education and Welfare. The Care and Cleaning of Housekeeping Equipment and the Storage Room in Health Facilities. Washington: Government Printing Office, 1971.

U.S. Department of Health, Education and Welfare. Health Care Facilities Services. Public Health Service Publication, No. 930-C-20. Washington: Government Printing Office.

U.S. Department of Health, Education and Welfare. Principles of Infection Control in Health Facilities. Washington: Government Printing Office, 1971.

Other Sources of Books and Pamphlets

Commonwealth of Virginia
Department of Purchases and Supply
Finance Building
Richmond, VA 23216

Robert J. Brady Company
130 Que Street, N.W.
Washington, DC 20002

University of California
Division of Vocational Education
12016 Wilshire Blvd.
Los Angeles, CA 90025

University of Missouri
Instructions Materials Laboratory
8 Industrial Education Building
Columbia, MO 65201

Government Printing Office
Washington, DC 20002

AUDIO VISUAL AIDS

Sources of Audio Visual Aids

Bureau of Teaching Materials
State Department of Education
Richmond, VA 23216

Encyclopedia Britannica
425 North Michigan Avenue
Chicago, IL 60611

Huntington Laboratories
P.O. Box 710
Huntington, IN 46750

Train Aide
229 North Central Avenue
Glendale, CA 91203

Trainex Corporation
P.O. Box 116
Garden Grove, CA 92642

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